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CTET & STETs

CHILD DEVELOPMENT & PEDAGOGY

WITH

PREVIOUS YEAR PAPERS (2011-19)

Useful for competitive exams like CTET/DSSSB/KVS/HTET/UP-TET/NVS and other state TET exams in India.

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Himanshi Singh

(Creator of Let's LEARN)

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Dedicated to all Learners.

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Chapter-01
Growth and Development

Human beings are not static entities, they keep on changing. Let's understand this change in terms of growth and development.

Growth

- Growth is change in quantitative aspects of our body;
- Changes that can be measured such as height, weight,size and shape of the body.
- Growth is not a lifelong process. It goes on till maturity.

Development

- Development refers to systematic changes which leads an individual from dependency to self-reliance throughout his lifetime i.e going from womb to tomb.
- It means development begins before birth i.e from prenatal period or from the time of conception and continues till an individual dies i.e his tomb.
- In this time period an individual grows in many ways such as physically, mentally, emotionally etc.
- Development includes progressive and relatively permanent changes and these changes can not be reversed; changes which occur due to some illness or tiredness does not get count in development.
- Development is a continuous process that includes growth, maturation and learning in itself.

Growth: Physical or quantitative changes which can be measured in measuring units such as changes in height,weight,shape and size.

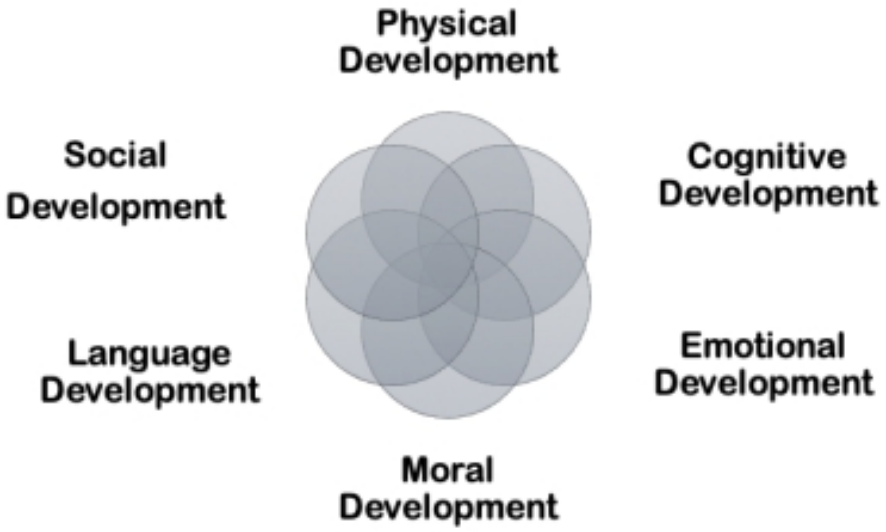
Matura t ion: **maturity** is t he ab i lity to res p ond to t he environment in an appropriate manner and is highly related to heredity (e.g. a child 2 years of age cannot p e r fo r m t asks for w hom he is not mature physic al ly.)

Le a r ning: comes f rom effo r ts and pra ct ice or we can s ay a rela t ively desired permanent change in behaviour.

Differences between Growth and Development:

Growth	De velopment
• Growth is quantitative.	Development is both quantitative and qualitative in nature.
• Growth is restricted to physical aspects only.	Development includes all aspects such as physical, cognitive, emotional, social etc.
• Growth stops at a certain period of life.	De velopment con t inues til l d e a t h.
• Growth can be measured.	De velopment can o n ly b e as s es se d.
• Includes s t r u c tur a l changes.	Includes both structural and functional changes

Aspects/Types of Development:


Physical Development
Social Development
Cognitive Development
Language Development
Emotional Development
Moral Development

1. **Physical Development:**

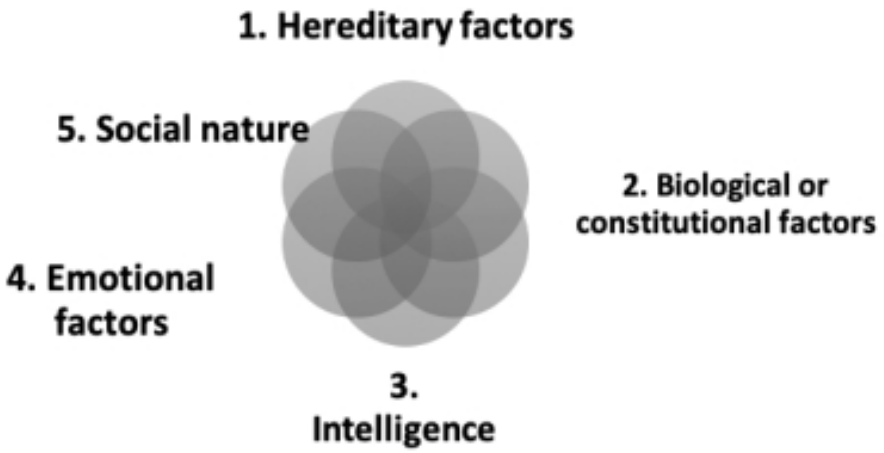
- Physical development refers to the development of body structure including muscles, bones and organs.
- It includes **motor d e ve l opment** a l s o w hich m e ans to gain b etter control over our bones, muscles and other parts of our body which help us to manip u late t he environment.

Motor development is of two types:

1. **Gross motor development:** which involves the development of the large mu s cles in t he ch i ld's bo dy. The s e mu s cles help us to sit, stand, walk and run, etc.
2. **Fine motor development:** which involves the small muscles of the body, especially in the hand. These muscles helps us in activities like writing, drawing, throwing, grasping etc.
2. **C o g nitive or Inte l l e c tu a l D e ve l opment:** It includes t he d e velopment of our intellectual abilities such as thinking, reasoning, imagination, memory, problem-solving etc.
3. **L anguage D e ve l opment:** It is one of t he im p o r t ant as pec ts of co g ni t ive development. In language development we acquire the ability to learn, u s e, comprehend and manip u late sk il ls of language.
4. **Emot i on a l D e ve l opment:** Emo t ion a l d e velopment refers to t he ab i lity to r e co g nize, express, and con t rol over our emo t ions. It comes under social development too.
5. **So ci a l D e ve l opment:** It is t he ab i lity to accomm o date one s elf according to the needs, values and norms of the society, such as cooperation, and leading healthy relations with people in our surroundings.

6. **Mo ra l D e ve l opment:** Mor a l d e velopment is a p a r t of so ci a l d e velopment w hich m e ans t he d e velopment of one's ab i lity to ta ke d e cision about right and wrong.

Factors influencing the Development:



Stages of Development:

A ch i ld's d e velopment is gener al ly classifi e d in five s t ages:

1. Prena ta l Pe r i o d: 9 Mon t hs b efore Bi r t h.
2. Infancy (birth to 2 Years) – Senses are teachers.
3. E arly C h i l d h oo d (2-6 Y e ars) – Pre- s ch o ol Age.
4. L ater C h i l d h oo d (7-11 Y e ars)– Gang Age.
5. Adole s cence (12-19 Y e ars) – Iden t ity C r isis.

1. Infancy (birth to 2 Years):

- The development of language starts from this stage.
- D u r ing t his s t age, t he ch i ld t ransi t ions f rom a de p endent t o d d ler to an active child.
- He or she is now able to crawl and walk.

- In terms of physical development, the stage of infancy records the most growth.

2

2. Early Childhood (2-6 Years):

- In this stage children spend a lot of time playing with toys.
- At t his s t age ch i ldren do not attend t he t radi t ion a l system of e duca t ion but they start going to pre-school or play school.
- C h i ldren are s elf-cen tr ic(eg o cen tr ic) at t his s t age.
- It is a s ensi t ive p e r i o d for language d e velopment.

3. Later Childhood (7-11 years):

- Here, a child joins the traditional system of education that is why this stage is known as elementary school age.
- This stage is also known as troublesome age.
- C h i ldren d e vote more t ime wi t h t heir pe er g roup.
- De velopment of ch i ldren's cr e a t ive p oten t i a l b e g ins.
- E x p e r iences of t his p e r i o d influence t he ch i ld t hrou g hout his life.

4. Adolescence or Puberty (13-19 Years):

"Adole s cence is t he s t age of s t ress and sto r m" - S t a n l e y H al l.

- This is t he most c r i t ic a l s t age of a p er s on's life.
- Al s o known as t he s t age of Iden t ity c r isis.
- At t his s t age, adole s cents face many so ci a l, biolo g ic a l and p er s on a l change.

- This is the transitional stage; where a person transits from a child to an adult.
- Adole s cents face adjus t ment problems.
- They become aggressive at times.
- In this stage thought becomes more abstract and logical.

Principles of the development of children:

The process of development is wide and complex; thus some principles need to be followed to understand it in a better way:

1. Principle of Continuity/Change:

C hange is t he law of nature.

- De velopment fo l lows con t inuity. It g o es f rom womb to tomb and n e ver stops.
- An individu a l s t a r ts his life f rom a ce l l g rows into a ful l fl e dg e d human being because of the constant change which goes from womb to tomb.
- The major changes include changes in size and proportions, acquisition of n e w men ta l, motor, and b ehaviour a l sk il ls.

2. Principle of Proceeding from General to Specific:

- Individu a l exhibits gener a l res p on s e at first and l e a r n to show s pe cific and goal directed responses later.
- For e.g when a newborn cries, he uses his whole body.

3. Principle of Individual Differences:

- Intera ct ion b etw e en her e dity and environment l e ads to individu a l differences in t he d e velopmen ta l p atte r n.
- These differences are caused by the genes one inherits and the environmen ta l condi t ions l i ke f oo d, m e dic a l fac i li t ies, psycholo g ic a l conditions and learning opportunities.
- Even twin-ch i ldren have differences.

4. Principle of Uniform Pattern/Sequence:

- The process of development has uniformity and few individual differences.
- Uniformity shows up in aspects like development of body and language in children.

- The development starts from head. so the milk teeth fall first. Hence the development of particular species have a definite uniform pattern.
- At embryo stage, firstly head develops, then lower portion of the body. Similarly firstly spinal cord develops, then heart, chest etc.

5. Principle of Direction:

- The rate of development may vary in different children. However, the development of all human beings follows a similar pattern, similar sequence or direction.

Sequential pattern of development can be seen in two directions:

- **Cephalo-caudal sequence:** Means that development spreads over the body from head to toe i.e. individual begins to grow from head region and then goes down wards.
- **Proxi-m o dist a l s e q u ence:** Development proceeds from central part of the body towards peripheries. In this sequence, the spinal cord of the individual develops first and then outward control is gained. e.g. babies cut their front teeth before they cut their side ones.

6. Principle of Integration:

- We know that development proceeds from general to specific or from whole to parts, it is also seen that specific responses are combined in the later process of development.
- It is the integration of whole and its parts as well as of the specific and general responses that makes a child develop properly in the different dimensions.

7. Principle of interrelation:

- The growth and development in various dimensions like physical, men ta l, so ci a l etc. are inte r relat e d and interde p endent.
- E ach ar e a of d e velopment is de p endent on t he o t her and t hus influences other domains also.

8. Principle of Maturation and Learning:

- In the process of Growth and development maturation and learning plays an important role.
- For instance if a child is keen to learn something and lacks maturity then he will not be able to learn it.
- We have discussed that maturation is unwinding of characteristics already present in the individual. For example, creeping, crawling, walking comes with maturation. These characteristics are highly influenced by heredity.

9. Principle of Heredity and Environment:

- Child's growth and development is the joint product of heredity and environment.
- Various examples have proved this fact. The effect of both of these cannot be separated.
- Heredity is the foundation of the personality of a child. Which sets the limit in the development.

10. Principle of Spiral vs. Linear Development:

- The child doesn't proceed on a straight line that means development goes back and forth.
- He makes advancement, during a particular period but takes rest in the next period to consolidate his development.
- Therefore, he turns back and makes forward again like a spiral.

11. Principle of Significance of Early Development:

- E arly ch i l d h oo d ex p e r iences have more im p a c t on t he d e velopment of a child.
- E xamples include nu tr i t ion a l, emo t ion a l, so ci a l and cu ltur a l ex p e r iences.
- So it is important to provide better quality care to a child in his/her initial years of life.

Influence of Heredity & Environment:

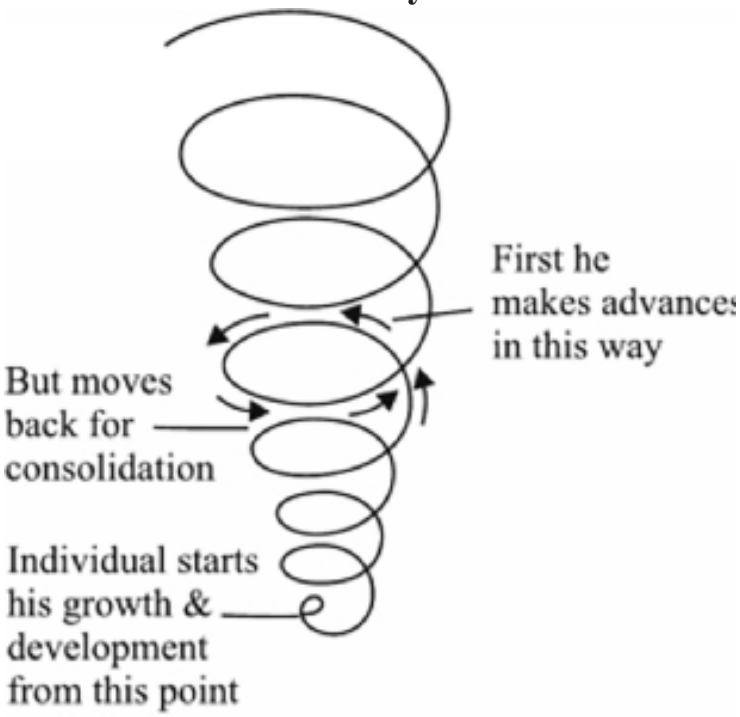


Fig. 5.1 Development is spiral.

Heredity: Heredity provides the basis for the development of human personality. Heredity is what a person is born with.

- *All the qualities that a child has inherited from the parents is called heredity.*
- At the time of Conception **the union of male and female germ cells causes fertilization of the ovum. The fertilized egg is known as zygote.**
- Zygote has 46 chromosomes; i.e 23 pairs of chromosomes are there in a zygote.

Environment:

- Environment includes al l t he as pec ts of our su r roundings except one's genes.
- These factors influence the development of an individual.

2

- Environment consists of various types of forces like physical, social, moral, cultural emotional etc.
- Teachers should try to provide best environment, so that a child can flourish.

Identical and Fraternal Twins:

- **Identical Twins:** Identical twins develop from one ovum. Identical twins resemble each other and are always of the same sex while having almost same interests.
- **Fraternal twins:** Fraternal twins germinate from two separate ova. The fraternal twins are mostly of the same sex just brothers but they can be of different sex.

SIGNIFICANCE OF HEREDITY AND ENVIRONMENT

- Heredity(nature) is defined as the totality of biologically acquired factors and is n important factor in the life of an individual.
- Environment(nurture) is the totality of conditions which play an important role in bringing the modification of our behaviour.
- According to Woodworth, both are equally essential in the growth and development of the child.
- Individual is the result of multiplication(product) between heredity and environment.

  Development = Heredity × Environment

Educational Implication

- The knowledge of both the factors will help the teacher in finding out the individual differences among his students in

learning different subjects.

- Hence teacher must provide a congenial atmosphere for the students and treat them equally.
- The children should be taught to adapt to the environment.

My Notes

Chapter-02

Socialisation Process

- Eve r y so ciety has its own c o des of condu c t, r u les and reg u la t ions, no r ms and values.
- Eve r y cu lture cl e arly demarcates t he accep t able and unaccap t able behaviour in different social contexts.

What is socialisation?

- S o ci a liza t ion is t he pr o cess of inte r n a lizing t he no r ms and id e olo g ies of the society.
- This process works at two different levels: one within the individual which is called internalization.
- And t he o t her fo r m includes t he outside fa c tors such as p arents, o t her family members, peers etc.

Features of Socialisation:

1. In cu lcates b asic di s cipline.
2. Helps to control human behaviour.
3. S o ci a li s a t ion ta kes place fo r m al ly and info r m al ly.
4. S o ci a li s a t ion is con t inuous pr o cess w hich g o es on t hrou g hout life.

Types of socialisation:

1. Primary Socialisation:

- Primary socialisation takes place in the initial years of one's life, starting from childhood .
- In primary Socialisation, first the identity of a person is formed and then secondary socialisation supports it.

2. Secondary Socialization: refers to the socialization that takes place throughout one's lifetime, and keeps on changing as one encounters new groups that require additional socialization.

Agents of Socialisation

- Family
- Education
- Religion
- Peer groups
- Economic status
- Laws of a society
- Language
- Media

Theories of Socialisation:

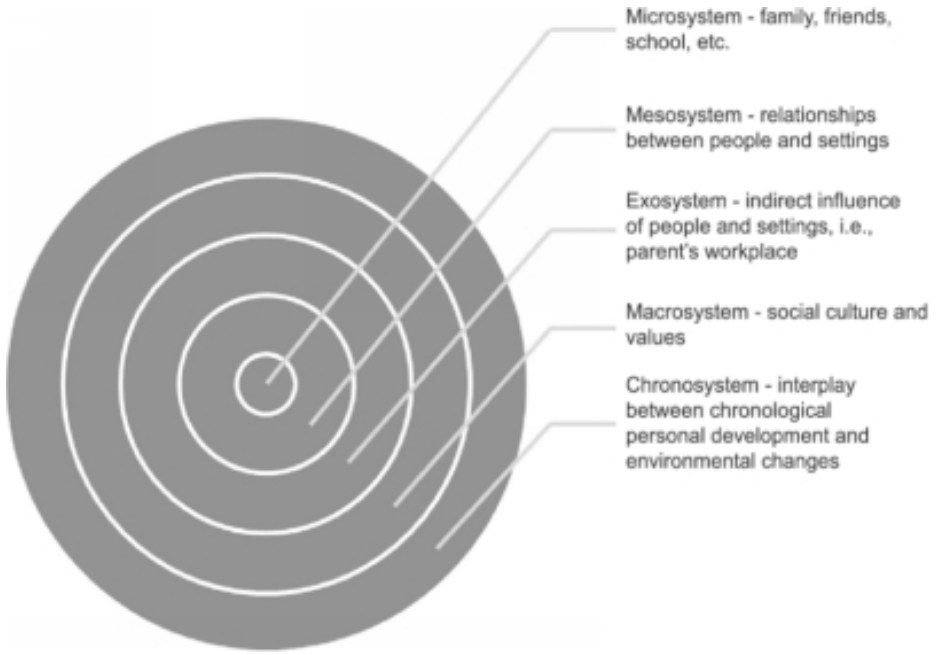
Urie Bronfenbrenner's Ecological System Theory

- The Ecological system theory tells us about the changes happening between a child and his environment and

how these changes influence him/her as he/she grows and develops into a full fledged human being.

- It demarcates t he im p o r t ance of environmen ta l fa c tors playing a ma j or role in the development of a child.

There are five m o dels in t his t h e o ry :



1. Microsystem:

- The immediate relationship of a child with his family, friends, siblings and teachers lies here.
- The better interaction with these agencies will bring the healthy development of a child.

2. Mesosystem

- Here, the interaction between two micro systems come such as relationship between one's family and teachers, relationship between the child's friends and family etc.

3. Exo-system

- In the exosystem children do not play active role but they are indirectly influenced by the consequences happening in their environment.

- *In this system comes the parent's workplace, relatives, mass media, etc.*

4. Macrosystem

- Cultural contexts comes at this level such as one's country, society, economic status, laws, etc.

5. Chronosystem

- The changes that happen over the period of one's lifetime lies at this level such as socio historic perspectives.

Looking Glass-self Theory

"I am not what I think I am, and I am not what you think I am. I am what I think you think I am."

— Charles Horton Cooley

It suggests that self-concept is built not in solitude, but rather within social settings.

Concept of Looking Glass Self Theory

- A person's identity is developed based on his or her understanding of how others perceive him or her.
- Here we can say society works as a mirror.
- That is why it is being called "Looking Glass Self theory".

Our self is constructed on the basis of our interactions with these three aspects:

1. We imagine how we must appear to others.
2. We imagine the judgment of that appearance.
3. We develop our self through the judgments of others.

Conclusion:

The identity of ourselves is a constant relationship between society and ourselves.

B asic al ly, we fo r m our iden t ity on t he b asis of t he p ercep t ion of our s elves which we see in others. Here, society works as a mirror for ourself.

"I" and "Me" by G.H. Mead

The "me" is the socialized aspect of the person, and the "I" is the individualised aspect of the person.

- **"me"** or the self which focuses on how a person internalizes the attitude of others.
- **"I"** refers to the understanding or attitude we show towards others.

There are three stages of self- development that we pass through:

1. **Preparatory Stage (Birth to 2 years):** Children copy, or imitate, the behaviours of others around them without much understanding of what they are imitating.
2. **Play Stage (2-6 years):** Children start role-playing and taking on the role of significant people in their lives and they take on one role at a time.
3. **Game stage (7-up):** Children learn their roles in relation to others and how to take the role of everyone else in the game.

Forms of Symbolic Interaction:

1. Language,
2. Play, and
3. The game.

- These forms of "symbolic interaction takes place via these shared symbols such as words, definitions, roles, gestures, etc.)

Conclusion

- Mead defines the "me" as "a conventional, habitual individual," and the "I" as the "reply" of the individual to the general

liz e d o t her.

- B o t h community and individu a l autonomy are n e ces s a r y to iden t ity.

My Notes

Chapter-03

Cognitive Development

Jean Piaget

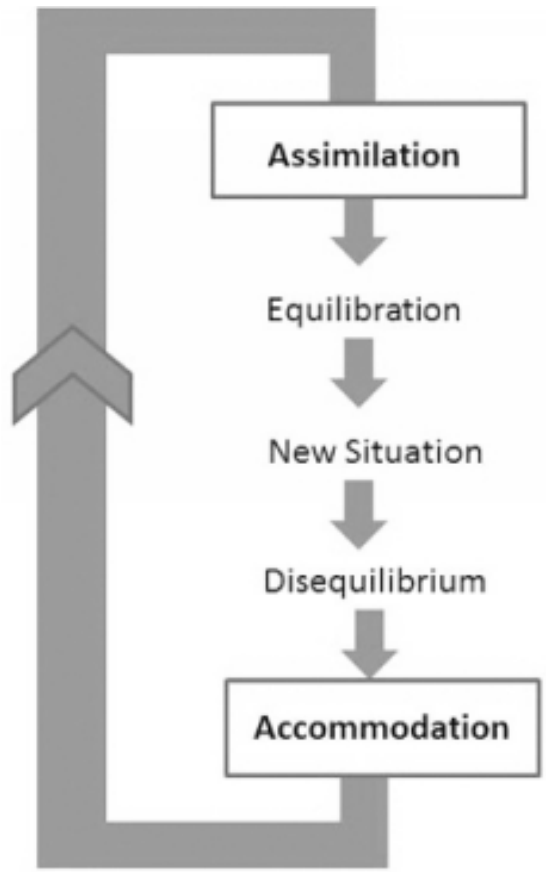
- Piaget was a Swiss psychologist.
- Piaget, emphasised the importance of the physical environment in our development;
- He also gave emphasis on the biological abilities we inherit from heredity and somewhere ignored the social aspect.
- He is a l s o known as t he fa t her of C h i ld Psycholo g y.
- Piaget was a radical constructivist who believed in the independent construction of knowledge by a child himself.

Important Terms:

- S chema
- Assim i la t ion
- Accomm o da t ion
- R e versib i lity
- E qu i lib r ium
- Ob jec t p e r manence
- Eg o cen tr ism
- Animism
- C on s e r va t ion

- Hypothetico-deductive reasoning

- C o l l ect ive Monologue
- Transi t ivity



S chema: S chema is a s et p atte r n or organiz e d catego r ies of info r ma t ion and relationship between these categories. E.g. Books, relationships, devices, monuments etc.

Assimilaiton: is the process of incorporating new information into the schemes.

Accommodation: is the process of adjusting or manipulating existing schemes due to disequilibrium in the existing schemes.

Assimilation and accommodation comes under the process of adaptation.

Equilibrium: the state of balance between the assimilated information and the information you encounter in the outside world.

Disequilibrium: the state of imbalance between the assimilated information and the information you encounter with the outside world.

Stages of Cognitive Development

1. Sensory Motor Stage (Birth to 2 years)

- Senses are teachers!
- Reflex a ct ions.
- Imi t a t ive B ehaviour.
- Ob jec t Pe r manence- (O ut of si g ht, out of mind d o es not apply anymore)

2. Pre- Operational Stage (2-6 years)

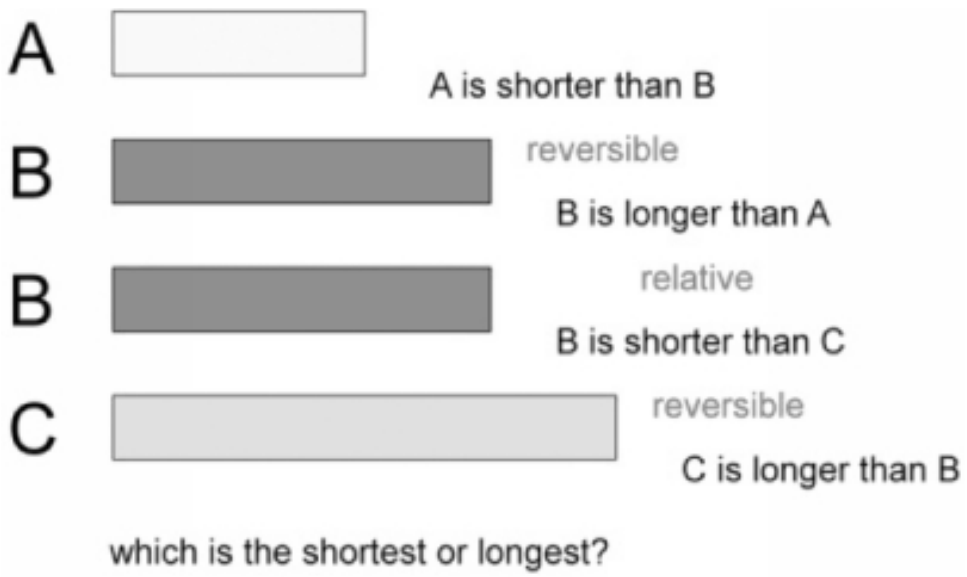
- " Op era t ion"m e ans men ta l pr o ces s es.
- Tran s du ct ive R e a s oning or s om ew hat we s ay not s o lo g ic a l r e a s on comes.
- C r uci a l s t age for L anguage De velopment.
- According to Piaget, ch i ld l e a r ns to t hi n k first and d e velops t he language later.
- I r r e versib i lity– C h i ldren b eli e ve t hat a ct ion cannot b e r e ver se d or undone. E.g. a 3 y e ar old can't t hi n k of ice be coming water and vice versa.
- Eg o cen tr ism – "I" (C h i ldren can't ta ke o t hers p ers pect ive in t his s t age).
- Animism–A ch i ld b eli e ves of a non-living t hing as living t hing which has feelings in it.

3. Concrete Operational Stage (7-11 years)

- L o g ic b e g ins a b out concrete ob jec ts.
- R e versib i lity d e velops.
- **Transitivity develops:** the ability to recognize relationships among various things.
- C lassifica t ion comes.

- S e r ia t ion.
- C on s e r va t ion: Ab i lity to unders t and t hat t he quan t ity, ar e a or volume does not change with the change in form or shape and size.
- This stage is also known as later childhood or gang age.

Example of Transitivity:



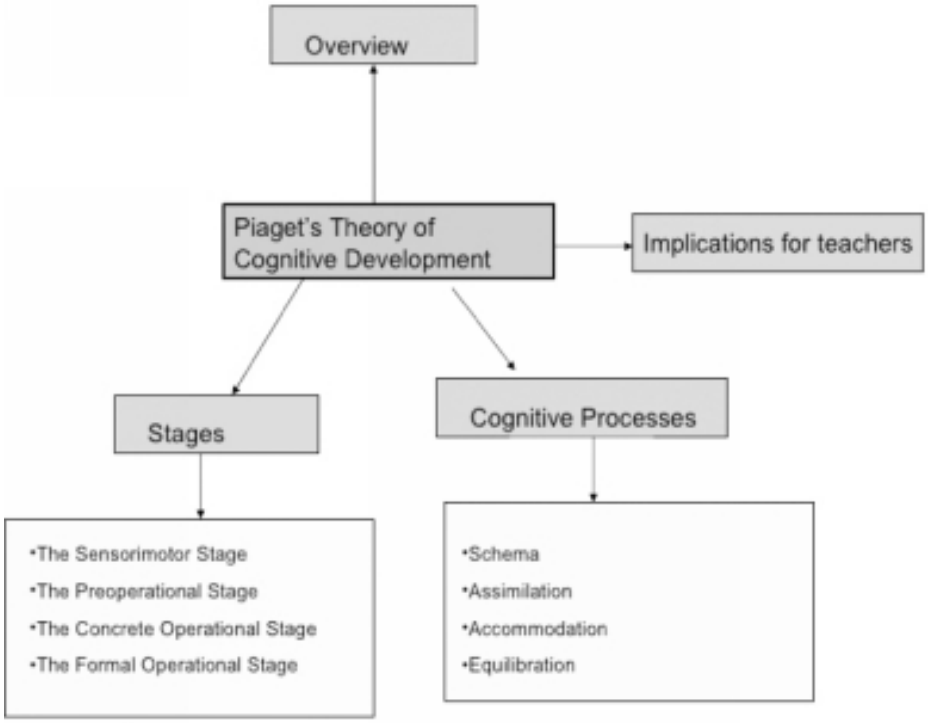
4. Formal operational Stage (12 year and up)

- In this stage child develops logic about abstract things.
- De du ct ive R e a s oning comes- going f rom gener a l to s pe cific.
- **Hypothetico-Deductive Reasoning comes:** is the ability to think scientifically by generating predictions or hypotheses, about the solution of a problem.
- Age of Divergent/convergent/cr e a t ive t hi n king.

Educational Implication

- This theory provides a broad development perspective to the teachers and policy makers to make a better curriculum for the children.
- Piaget's theory based curriculum requires that children should not skip any stage.

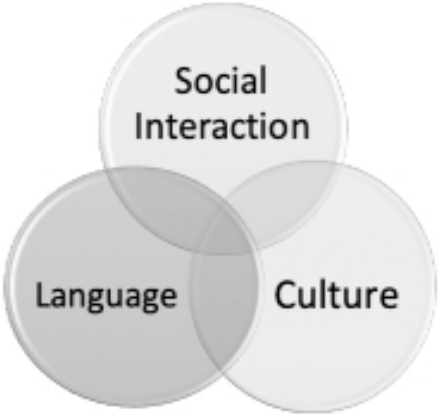
- C h i ldren l e a r n faster if we provide concrete mate r i a l to work wi t h.
- A teacher should arouse the curiosity of the child through planned activities.
- Tr e at a ch i ld as a di s coverer.



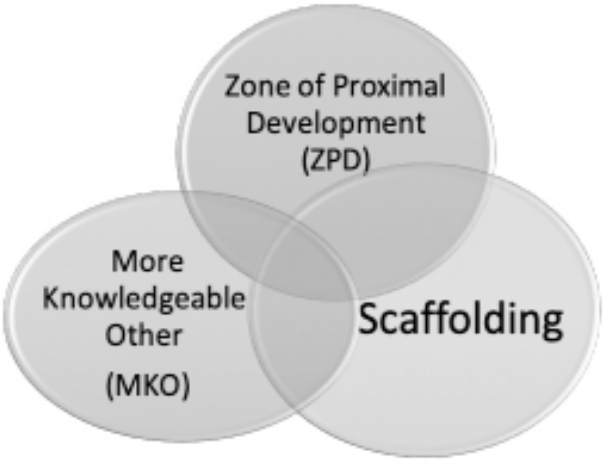
Vygotsky's Sociocultural Development Lev Vygotsky

- Was a Russian Psycholo g ist, di e d at t he age of 38 y e ars.
- A S o ci a l C ons t r u ct ivist.
- Focused on socio-cultural aspects i.e. he emphasised the role of the society and culture in the development of a child.

Three Important Aspects:



Some other important Terms:



ZPD: zone of proximal development is the difference between what a l e a r ner can do by him s elf (or wi t hout help) and w hat he/she can do wi t h help.

S o, ZPD is t he ar e a of proxim a l d e velopment in w hich guidance should be given so that a child can reach the maximum potential.

Scaffolding:

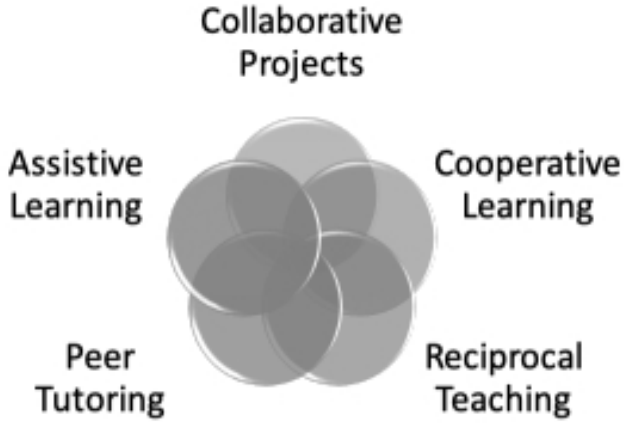
- Scaffolding is a temporary structure of help; provided in the zone of proximal development.
- While providing scaffolding teachers, peers or any MKO breaks the problem in parts, can give clues or provide support according to the need.
- In scaffolding MKO need not to solve the entire problem but need to give hints, or can solve half problems, so that students can learn on their own.

MKO: More knowledgeable other is anyone who knows more than the learner in the ZPD, age does not matter here. Examples can be teachers, parents, peers, technology etc.

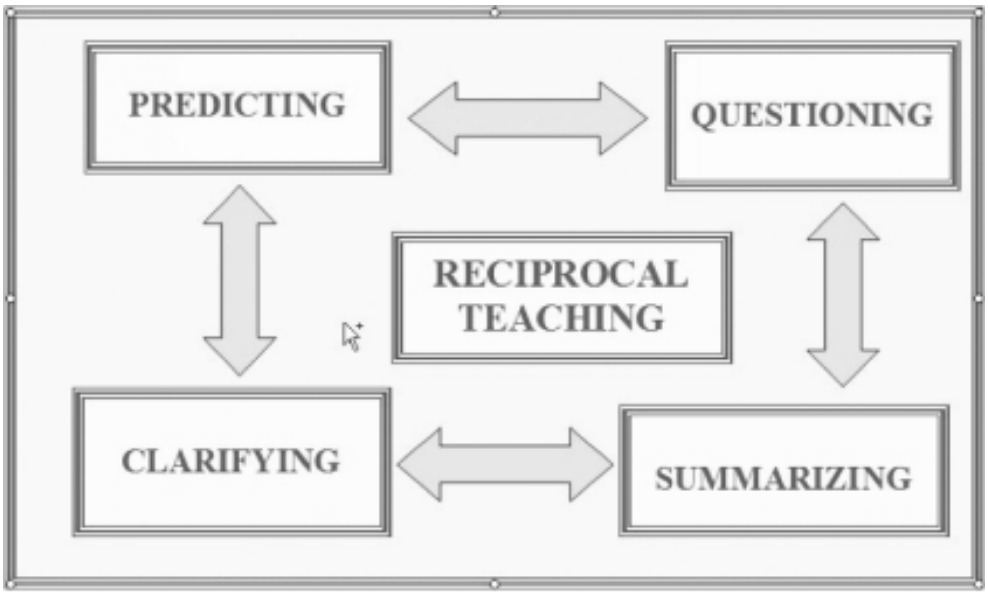
Here, in the following image, the father is providing scaffolding to the child by holding the bicycle from the back.

Here, in the second picture, scaffolding is stopped as the child learns to ride the bicycle independently; because scaffolding is temporary help given to the child in the image 1.

Some more terms related to the theory:



Note: Vyogtsky emphasi se d on assist e d l e a r ning t hat m e ans ch i ldren learn better when they got assistance and cooperation.



- Vygotsky strongly believed that society and culture plays a central role in the process of *"meaning-making"*.
- According to him, Social learning tends to precede development.

Vygotsky's theory differs from that of Piaget in a number of ways:

1. Vygotsky places considerably more emphasis on social factors contributing to cognitive development.
2. Vygotsky places more emphasis on the role of language in cognitive development.
3. According to Vygotsky adults play an important source of cognitive development.
4. According to Vygotsky, social interaction involving cooperative or collaborative learning promotes cognitive development.

Vygotsky and Language

- Vygotsky believed that *language develop through social interactions* .

- Vygotsky viewed language as man's greatest tool, a means for communicating with the world.

- Thou g ht and language are ini t i al ly s e p arate systems for in t i a l y e ars of life, merging at around three years of age.
- At t his p oint s pee ch and t hou g ht be come interde p endent.

Three forms of language:

1. **Social speech:** which is external communication used to talk to others (from the age of 2).
2. **Private speech:** (from the age of 3) which is directed to the self and serves a cognitive function.
3. **Silent inner speech:** finally private speech goes underground, and is transformed into silent inner speech (from the age of 7).

Educational Implication

- Vygotsky promotes the collaborative learning, heterogeneous groups are better way of learning.
- S o ci a l intera ct ions are vi ta l in t he pr o cess of t he d e velopment of a ch i ld.

Critical Evaluation

- The main c r i t icism of Vygotsky's work is t he assump t ion t hat it is relevant to all cultures.
- In some cases, observation and practice may be more effective ways of learning certain skills.

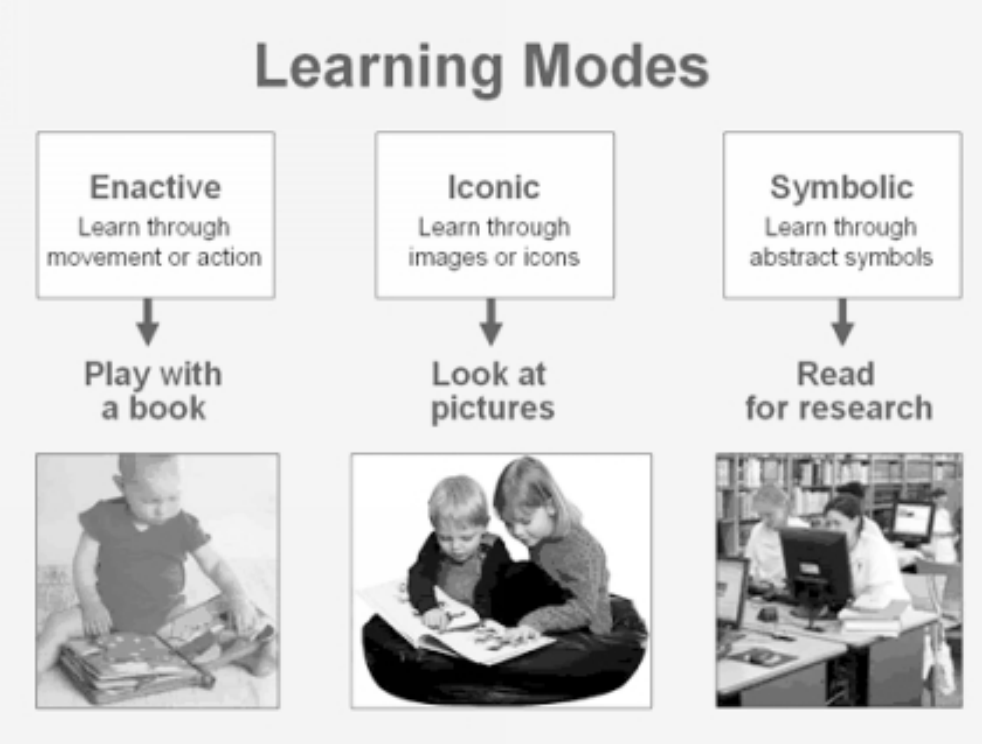
Jerome Bruner's Theory of Cognitive Learning:

- Jerome S e ymour B r uner was an Ame r ican psycholo g ist w ho made significant contributions to human cognitive psychology and gave his cognitive learning theory in educational psychology.

- There are three stages of cognitive learning given by bruner:

- Here in these stages, a child goes to the next stage without leaving or forgetting the previous one.

- Le a r ning sho u ld b e g in wi t h t he dir ec t manip u la t ion of ob jec ts.



1. **Enactive Representation (birth to 3 years):** In this stage a child learns

by doing physical actions that means this stage is action based stage.

2. **Iconic Representation (3-7 years):** In this stage a child learns by images or we can say here he/she better learns through visual representation.
3. **Symbolic Representation (8 years onwards):** In this stage, information is stored primarily as words, or in symbolic forms such as learning by words and sym b ols.

Kohlberg's Moral Development
Morality:

Mor a lity refers to t he p r inciples conce r ning t he dis t in ct ion b etw e en right and wrong; good and bad behaviour.

1. Moral Reasoning

Mor a l r e a s oning is a pr o cess of t hi n king by w hich a p er s on dete r mines w he t her an a c t,id e a,inten t ion is r i g ht or wrong. Mor a l r e a s oning is t he pr o cess by w hich we ta ke mor a l d e cisions.

Kohlberg, used to tell different stories to people, and used to pose d i lemma's b efore t hem. One of t he ko h l b erg's famous d i lemma is of Heinz dilemma:

Heinz Dilemma

- Heinz's wife was dying f rom a p a r t i cu lar ty p e of di se a s e.
- Doc tors s aid a n e w m e dicine mi g ht s ave her.
- The medicine had been discovered by a local chemist and the Heinz tried desperately to buy some, but the chemist was charging ten times

the money it cost to make the medicine and this was much more than the Heinz could afford.

- Heinz could only manage half the money, even after taking help from everyone may it be family, friends and relatives.
- He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the amount later.
- The chemist refused, he said, he had made the drug and will make money from selling it.
- Heinz co u ldn't l e ave his wife dying , s o he broke into t he chemist's shop and stole the drug.

Kohlberg would then ask the following questions:

1. Sho u ld Heinz have stolen t he d r ug?
2. Wo u ld it change any t hing if Heinz did not love his wife?
3. What if t he p er s on dying was a s t ranger, wo u ld it m a ke any difference?

On the basis of these, Kohlberg gave three levels(6 stages, each level includes 2 stages in it) of morality, these are:

Pre-conventional, Conventional, and Post-conventional.

Each level is associated with increasingly complex stage of moral development.

Level 1: Pre-Conventional (3-7 Years): Distributive Realism

Throu g hout t he pr e conven t ion a l l e vel, a ch i ld's s en s e of mor a lity is exte r n al ly con t ro l l e d. C h i ldren accept and

b eli e ve t he r u les of au t ho r i t ies around them, such as parents and teachers.

Stage 1: Obedience and Punishment Orientation

Stage 1 f oc u s es on t he ch i ld's desire to o be y r u les and avoid being punish e d. For example, an a ct ion is p erceiv e d as mor al ly wrong be cau s e the consequence of it is punishment; the amount punishment attached to the act will decide how bad an act is, more punishment, the more "bad" the act is perceived by the children.

Stage 2: Instrumental Orientation/Individualism & Exchange/ Personal Reward Orientation

This stage expresses the ***"what's in it for me?"*** intention. Here, children's reasoning shows a limited interest in the needs of others. So here, concern for others is not based on intrinsic respect, but rather a ***"you scratch my back, and I'll scratch yours"*** mentality.

An example would be when a child is asked by his parents to do a piece of work.

The child asks "what's in it for me?" and the parents offer the child an incentive by giving him a chocolate, pocket money or some toy.

Level 2: Conventional (Moral Realism)

At the conventional level, a child's sense of morality is related to personal and society's relationships. Children continue to accept the rules of authority figures, but this is now due to their belief that this is important to ensure positive relationships and societal order. Children consider rules rigid during this level.

Stage 3: Good Boy, Nice Girl Orientation

In stage 3 , children want the approval of others and act in ways to avoid disapproval. They are focused on showing good behaviour to people to gain appraisal.

Stage 4: Law-and-Order Orientation

In stage 4, the child blindly accepts rules because of their importance in maintaining a functioning society. Rules are seen as being the same for everyone, and obeying rules by doing what one is "supposed" to do is seen as important. If one person

violates a law, p erhaps e ve r yone wo u ld– s o there is a duty to follow laws and rules.

Level 3: Postconventional (Morality of cooperation)

Throu g hout t he p ostconven t ion a l l e vel, a p er s on's s en s e of mor a lity is defined in terms of more abstract principles and values. People now believe that some laws are unjust and should be changed.

Stage 5: Social-Contract Orientation

In stage 5, the world is viewed as holding different opinions, rights, and v a lues. Such p ers pect ives sho u ld b e mutu al ly res pec t e d. L aws are regard e d as so ci a l con t ra c ts ra t her t han r i g id comp u lsions. L aws t hat do not promote the general welfare should be changed when necessary for the good of largest number of people.

Stage 6: Universal Ethical Principle Orientation

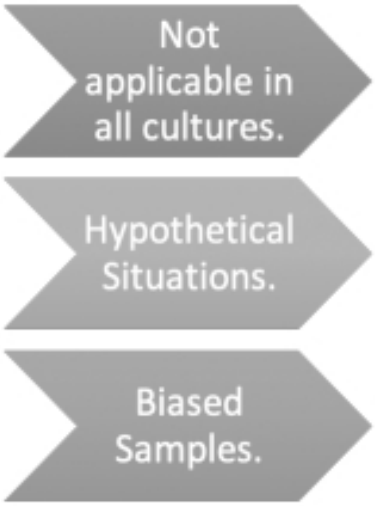
In stage 6, moral reasoning is based on abstract reasoning using universal ethical principles.

Generally, the chosen principles are abstract rather than concrete and focus on ideas such as equality, dignity, or respect.

People choose the ethical principles they want to follow, very few people f un ct ion at t his l e vel of mor a lity. E.g. M a ha t ma Gan d hi, Nel s on Mandela.

- **Criticism**

C arol G il ligan, c r i t iciz e d Ko h l b erg on t he as s e r t ion t hat women are not deficient in t heir mor a l r e a s oning and inst e ad pro p o se d t hat m a les and females reason differently: **girls and women focus on maintaining interpersonal relationships.**

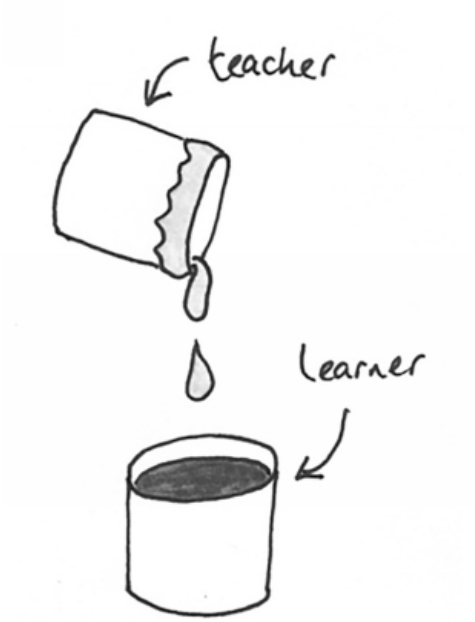

Not applicable in all cultures.
Hypothetical Situations.
Biased Samples.

My Notes

Chapter-04

Child Centered & Progressive Education

- C h i ldren are c u r ious, cr e a t ive, and have an innate ab i lity towards learning.
- We n ee d to shift our atten t ion f rom t e acher center e d classr o om to ch i ld center e d (i.e w here ch i ldren are t he center of t he classr o om).



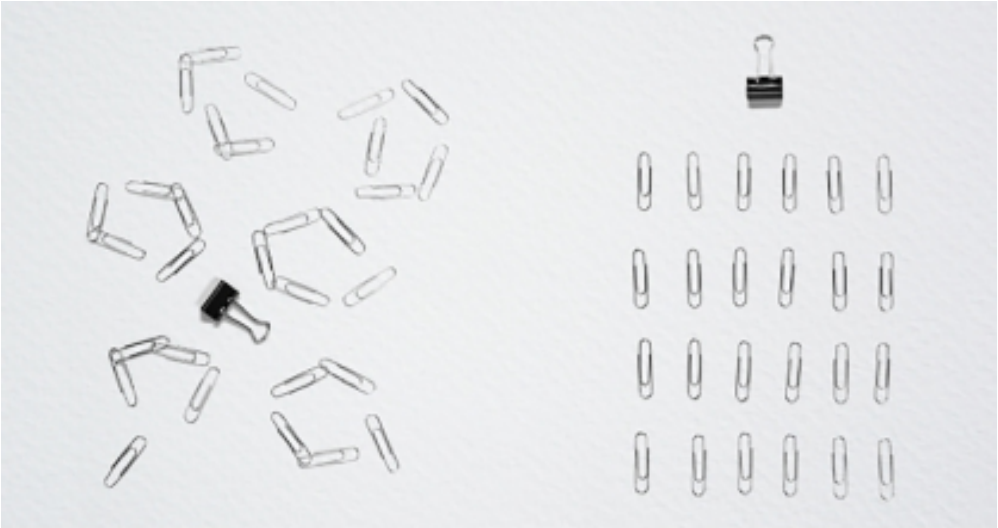
Teacher Centered

Teacher centered classrooms focuses on:

1. Here teacher is the center of knowledge and he leads the class totally.

2. In a t e acher center e d classr o oms, students are vi e w e d as empty ves s els w hich n ee d to b e f il l e d by t he t e acher's kno w l e dge.

Teacher centered to Child centered



Child Centered Education focuses on:

- F oc us on ch i ld's c u r rent life and ex p e r iences.
- Put children at the center of education.
- Provide opportunities to harness their skill.
- Sup p o r t t he choice of t he ch i ld.
- The child has an individual identity–Go for differentiated instruction.

Qualities of a progressive school:

Progressive education finds its roots in present experience:

- Le a r ning by doing – hands-on ex p e r ience.
- Problem-solving and critical thinking.

- L ifelong l e a r ning and so ci a l sk il ls.
- C o l la b ora t ive Group work and d e velopment of so ci a l sk il ls.
- D e-emphasis on text bo oks.

1. John Dewey

- He is remembered as the “father of Progressive education”.
- In 1894, John De w e y found e d t he lab s ch o ol in C hicago, and promoted his p r inciple ‘l e a r ning by doing’.
- De w e y emphasiz e d on t he im p o r t ance of dem o cra t ic rela t ionships in the classroom.
- A ch i ld’s h e ad and h e a r t sho u ld b e ta ken care of.
- A shift from teacher-centered to learner centered approach.

2. Rousseau

- Rous se au’s p r inci pa l con tr ibu t ion to e duca t ion was his 1762 novel Emile.
- He attacked the idea of child being evil.
- C h i ldren are natur al ly g oo d, t h e y are inn o cent and pure.
- Things t hat are be yond t he d e velopmen ta l ca p acity of students shouldn’t be taught to them.

3. Friedrich Froebel

- Froebel established the Kindergarten in germany–a place for little ones to grow and blossom.

- He saw play as a means by which children externalized their inner nature. Al s o t he pro p ounder of play-way me t h o d.
- Kinder Ga r ten t e achers n ee d e d to b e ful ly e ducat e d a b out t he child's development stages.

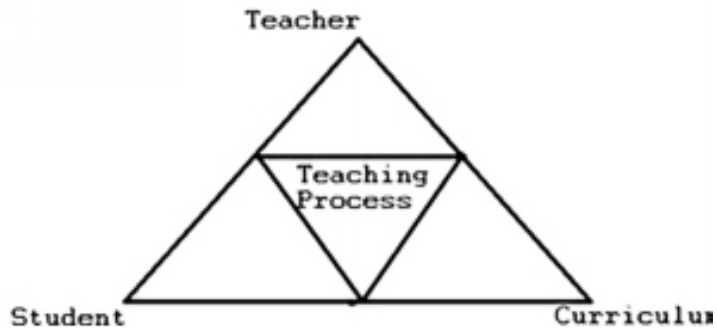
4. The Montessori Method

- Ma r ia Montes s o r i was a physician, an e ducator and a humani t a r ian known for her philosophy of education.
- Dr. Ma r ia Montes s o r i b eli e v e d t hat no human b eing is e ducat e d by another person.
- He must do it himself or it will never be done.
- Dr. Montes s o r i felt, t herefore, t hat t he g oa l of e arly ch i l d h oo d e duca t ion is to cultivate his own natural desire to learn.
- Dr. Montes s o r i a lways emphasiz e d t hat *"the hand is the chief teacher of the child."*
- Montes s o r i com p ar e d t he young mind to a s p onge. The mind ab s orbs information from the environment.

Bipolar and Tripolar Process Education

- Adams in his bo ok 'Evolu t ion of E duca t ion Th e o r y' s t at e d e duca t ion is a bipolar process in which one personality acts upon another to modify the development of the other.
- It considers t he pr o cess of e duca t ion in w hich two p er s ons are involv e d.
- The one is the educator(teacher) and the other is the educand(student).
- It pro p o s es t hat t he t e acher se eks t he m o difica t ion of t he development not only through imparting knowledge and skills, but also through his/ her dir ec t influence on t he ch i ld's p er s on a lity.

Tripolar Process of Education by John Dewey



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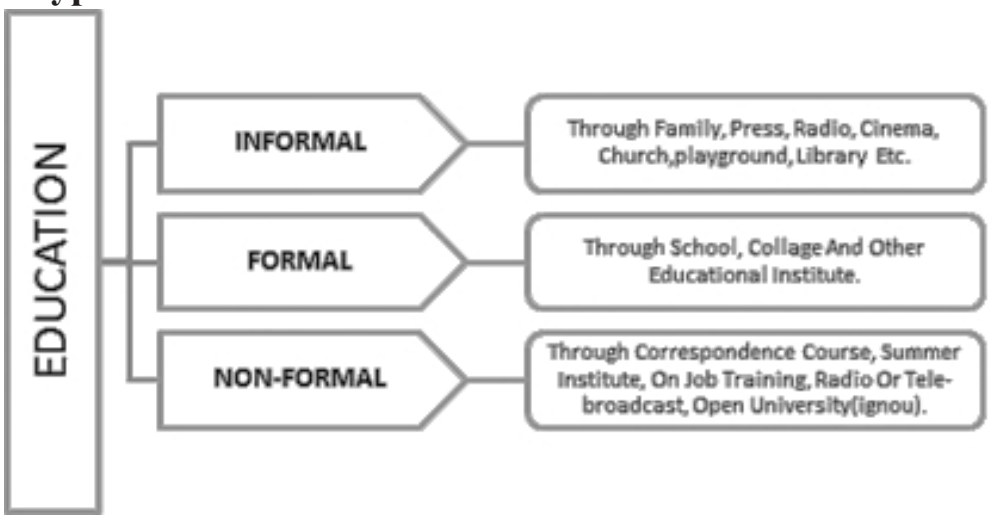
Here are t hr e e t hings involv e d 1. T e acher, 2. Student; and 3. Cu rr i cu lum.

Types of Education:



My Notes

Chapter-05

Concept of Intelligence

- The ability to acquire and apply knowledge and skills.
- Inte l ligence is de r iv e d f rom t he word inte l ligere or inte l ligentsia w hich m e ans to ‘unders t and’.
- It is t he ab i lity to adjust wi t h t he environment, ab i lity to l e a r n and ab i lity to carry out abstract reasoning.

5 Characteristics of Intelligence

1. The ab i lity to adapt, Le a r n f rom life and Problem S olving.
2. The C a p acity to Le a r n f rom E x p e r iences.
3. Cr e a t ivity and Inte r p er s on a l Sk il ls are Includ e d in Inte l ligence.
4. Inte l ligence Involves Ab i lity of Judgement, C omprehension and R e a s oning.
5. Inte l ligence Involves Ab i lity to Unders t and P e ople, Ob jec ts and Symbols Li ke L anguage.

Intelligence Quotient(IQ)

- Inte l ligence quo t ient (IQ) is a to ta l s core de r iv e d f rom several standardized tests designed to assess human intelligence.
- The abbr e via t ion “IQ” was coin e d by t he psycholo g ist W il liam Stern and t he fo r m u la got r e vi se d by Te r man.

$$IQ = \left(\frac{\text{Mental Age}}{\text{Chronological Age}}\right) \times 100$$

Where,

- IQ = Inte l ligence Q uo t ient.
- MA = Men ta l Age
- CA = C hronolo g ic a l Age

Mental age is expressed as the age at which a child is performing intellectually.

IQ Table:

Classification of Types		I.Q. (Intelligence Quotient)
1.	Near genius or genius	140 and above
2.	very Superior	130-139
3.	Superior	120-129
4.	Above Average	110-119
5.	Normal or Average	90-109
6.	Bellow Average	80-89
7.	Dull or Borderline	70-79
8.	Feebleminded, Moron	50-69
9.	Imbecile	25-49
10.	Idiot	0-24

1. **Single Factor/Unifactor Theory – Alfred Binet.**

- Al f r e d Binet, d e velo pe d t he first inte l ligence test in France, in t he year 1904.
- He was t he first one to in t r o duce t he concept of men ta l age.
- According to his uni-fa c tor t h e o r y of inte l ligence we al l have common sense or general factor of intelligence to apply in every task.

2. Two-factor Theory by -Charles Spearman

- He was famous as a pion e er of fa c tor an a lysis, and for S pe a r man's rank correlation coefficient.

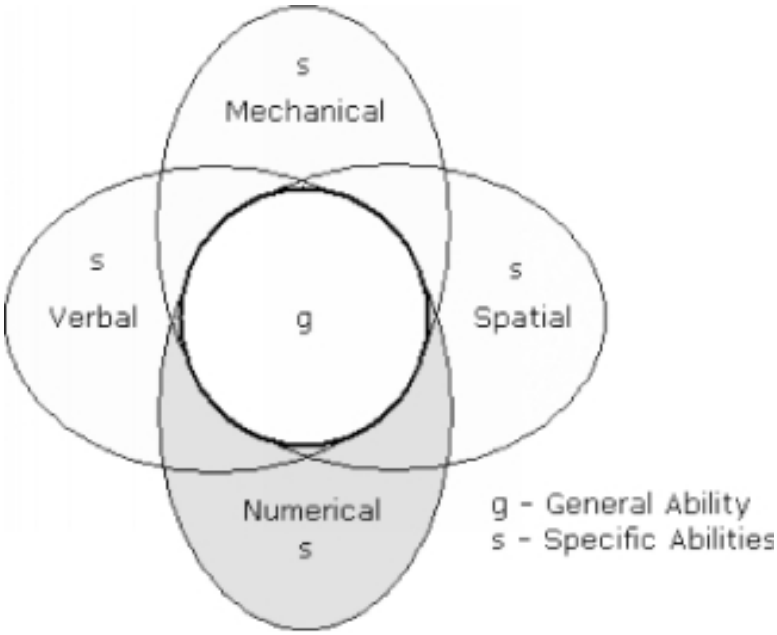
- He said intelligence is made up of two factors: the general or *g factor* and the specific or *s factor* .

- General intelligence i.e 'g' factor is acquired from heredity and cannot b e incr e a se d f rom environment but on t he con t ra r y S pe cific inte l ligence
  i.e 's' factor is acquired from the enviornment and can be enhanced by practice and experience.

- Here, G factor refers to the general factor which is used in all the general tasks and S factor which helps you to excel in a specific field or task.

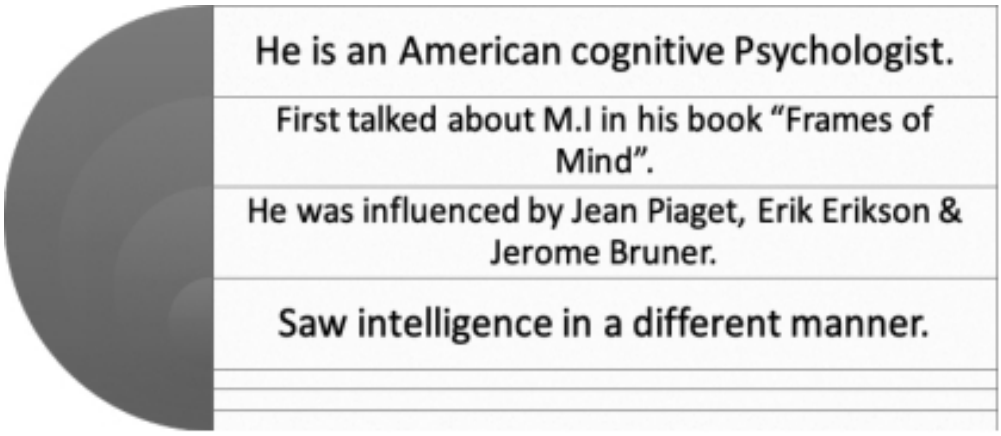
Here, Saina nehwal playing badminton is using her specific ability and on t he o t her hand Virat Ko h li w ho is a c r icketer(s pe cific fa c tor) is playing football and using his general ability.

Difference b etw e en ‘G’ and ‘S’ fa c to r :


s
Mechanical
s
Verbal
g
s
Spatial
Numerical
s
g - General Ability
s - Specific Abilities

General Ability	Specific Ability
1. G-factor provides the base to perform any task; it is innate and received by heredity.	To perform a task effectively, one needs some specific abilities. This specific ability is called the s factor.
Training and education do not influence this factor.	The s factor is changeable in nature and is influenced by training and education.
3. He believed that g factor is more important than s factors.	S factor is applicable in some specific field.
4. If g factor is less in a person, s factor will not be developed to its best.	We need one type of s factor to do one task and another type for different skill sets may vary in the same person.
5. Spearman said that every task needed both a common g factor and a specific factor.	A person may have high s factor for music and low s factor for mathematics.

Theory of Multiple Intelligences - Howard Gardner



Multiple Intelligences

- Howard Gardner has suggested, everything can be taught in more than one way.
- According to t his t h e o r y, pe ople have many different ways of l e a r ning.
- *Gardner believed that people have different ways of thinking and learning .*

8 Types of Intelligences

1. **Linguistic Intelligence** –Skills involved in the production and use of language.
2. **L o gi c a l Inte l ligence–** Ma t hema t ic a l sk il ls in s cien t ific t hi n king and problem solving.
3. **Spatial Intelligence** –Skills in forming visual images and patterns.
4. **Mus i c a l Inte l ligence** – S ensi t ivity to music a l rhy t hms and p atte r ns
5. **Bodily-Kinesthetic–** Using whole or portions of the body flexibly and creatively.
6. **Inte rp er s on a l Inte l ligence–** S ensi t ivity to sub t le as pec ts of o t hers' behaviours.

7. **Int r a p er s on a l Inte l ligence–** Awareness of one's own f e elings, motives, and desires.

8. **Natu ra list i c Inte l ligence–** S ensi t ivity to t he f e atures of t he natur a l world.

- **Critique – It lacks empirical evidences.**

Group Factor Theory of Intelligence

Louis L. Thurstone

- Inst e ad of vi e wing inte l ligence as a sin g le, gener a l ab i lity, Thurstone's t h e o r y f oc u se d on se ven different p r ima r y men ta l ab i li t ies.

- Thurstone extend e d S pe a r man's two-fa c tor t h e o r y into multi-factor theory.

- C e r t ain men ta l o p era t ions have in common a PRIMARY fa c tor.

Sl. no	Factor	Ability	Description
1	S	Spatial ability	Ability to perceive spatial relations
2	P	Perceptual ability	Ability to grasp visual field
3	N	Numerical ability	Ability to deal with numbers
4	V	Verbal comprehension	Ability to understand meaning of words
5	W	Word fluency	Ability to think and use words rapidly
6	M	Memory	Ability to remember
7	R	Reasoning	Ability to think logically

7- Primary Mental Abilities

1. Ver ba l comprehension

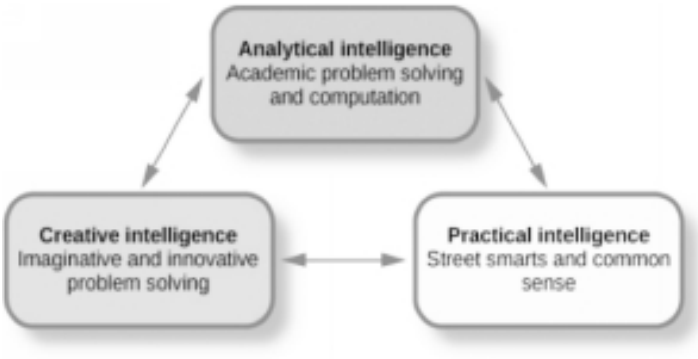
2. R e a s oning

3. Perceptual speed

4. Nume r ic a l ab i lity
5. Word fluen c y
6. As so cia t ive memo r y
7. S p a t i a l visu a liza t ion

Sternberg's Triarchic Theory

PCA- Practical, Creative, Analytical Intelligence



- His theory attempts to understand the human intelligence in terms of distinct components rather than a single ability.
- Pra ct ic a l Inte l ligence = C ontextu a l Inte l ligence
- Cr e a t ive Inte l ligence = E x p e r ien t i a l Inte l ligence
Analytical	Creative	Practical
Analyze	Create	Apply
Critique	Invent	Use
Judge	Discover	Put into practice
Compare/contrast	Imagine if ...	Implement
Evaluate	Suppose that ...	Employ
Assess	Predict	Render practical

  An a ly t ic a l Inte l ligence = C om p onen t i a l Inte l ligence

Crystal & Fluid Intelligence - Raymond B. Cattell

- **R a y mond B ernard C atte l l** was a B r i t ish and Ame r ican Psycholo g ist.
- Fluid intelligence refers to the ability to reason and think flexibly and it is gained from heredity i.e based on the neurological development.

- C r ys tal liz e d inte l ligence refers to t he ac c um u la t ion of kno w l e dge, fa c ts, and skills that are acquired throughout life.

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Fluid intelligence	Crystallized intelligence

• Identify complex relations
• Peaks at mid 20's
	• Learning
	• Cultural influence
	• Experience
	• Comprehension
	  • Judgment
	  • Wisdom
	• ↑ Until 70 y. o.

SOI – Structure of Intelligence or 3-D Model of Intelligence

- Joy Pa u l Gu i lford was an Ame r ican psycholo g ist.
- He gave distinction between convergent and divergent thinking.
- He proposed that three dimensions were necessary for accurate description of intelligence and these are operations, content, and products.

These 5 x 6 x 6 = 180 mental abilities are listed below :

1. **Content:** Five content dimensions

(Broad areas of information to which the human intellect appl ies operations)

- **Visu a l:** Info r ma t ion p erceiv e d t hrou g h se eing.
- **Auditory:** information perceived through hearing.

- **S y m b ol i c:** info r ma t ion p erceiv e d as sym b ols or si g ns t hat s t and for s ome t hing el s e (arabic numer a ls, letters of an a lpha b et, music a l and scientific notations).
- **Semantic:** concerned with verbal meaning and ideas.

- **Behavioural:** information perceived as acts of people.

2. **Product: (** Six products, in increasing complexity)

- **Units:** single items of knowledge.
- **Classes:** sets of units sharing common attributes.
- **Relations:** units linked as opposites or in associations, sequences, or analogies.
- **Systems:** multiple relations interrelated to comprise structures or networks.
- **Transformations:** changes, perspectives, conversions, or mutations to knowledge.
- **Implications:** predictions, inferences, consequences, or anticipations of knowledge.

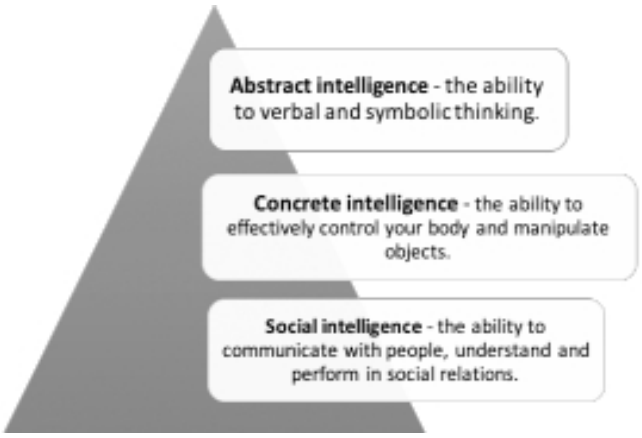
3. **Operation:** Six operations (general intellectual processes)

- **Cognition:** the ability to understand, comprehend, discover, and become aware of information
- **Memory recording:** the ability to encode information
- **Memory retention:** the ability to recall information
- **Divergent production:** the ability to generate multiple solutions to a problem; creativity
- **Convergent production:** the ability to deduce a single solution to a problem; rule-following or problem-solving
- **Evaluation:** the ability to judge whether or not information is accurate, consistent, or valid.

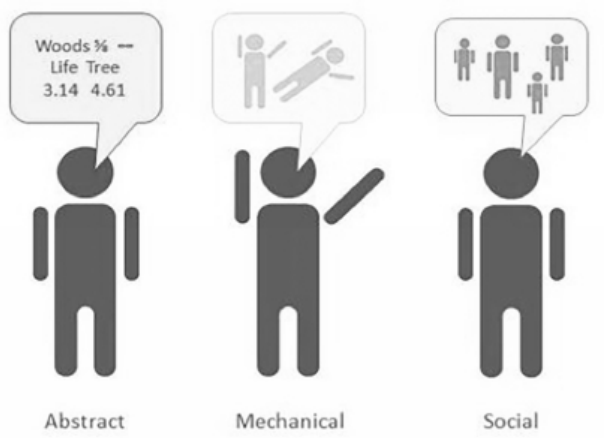
Thorndike's multifactor theory

- Tho r nd i ke b eli e v e d t hat t here was no t hing l i ke G ener a l Ab i lity.
- E ach men ta l a ct ivity r e quires an a gg regate of different s et of ab i li t ies.
- Thorndike found that all factors in intelligence represent a specific men ta l ab i lity w hich are different f rom e ach o t her but as so ciat e d t o o like breaks in a wall.

He assumed that intelligence involves three mutually independent abilities.



Social, Concrete, Abstract:



He distinguished the following four attributes of intelligence:

1. Le vel — refers to t he l e vel of diffi cu lty of a t ask t hat can b e s olv e d.

2. R ange — refers to a num b er of t asks at any g iven de g r e e of diffi cu lty.

3. Ar e a — m e ans t he to ta l num b er of situa t ions at e ach l e vel to w hich the individual is able to respond.

4. Speed — is the rapidity with which we can respond to the items.

My Notes

Chapter-06

Language and Thought

Factors Influencing Language Development:

1. S o ci a l Fa c tors
2. E duca t ion a l Fa c tors
3. Biolo g ic a l Fa c tors or Di s orders

Stages of Language Acquisition

1. C o oing (six w e eks)
2. B abbling (A b out 6 mon t hs)
3. One-word s t age (Around 1 y e ar)
4. Two-word s t age (Around 18 mon t hs)
5. L onger utterances (2-4 y e ars)

Piaget and Vygotsky on Language and Thought:

Piaget	Vygotsky
1. Thought precedes Language or determines it.	In the initial stage of life thought & language are independent.
2. Eg o cen tr ic s pee ch is of no u s e.	2. Whereas Private speech gives direction to children.
3. Cognitive development is independent of language.	3. Language is essential for cognitive development.

Skinner

- Skinner argu e d t hat ch i ldren l e a r n language b a se d on b ehaviou r ist reinforcement principles by associating words with meanings.
- He de s c r i be d it in his bo ok ‘Ver ba l B ehaviour’.

Noam Chomsky

- C h i ldren do not l e a r n a n e w language but natur al ly acquire it t hrou g h an innate language device.
- Neurolo g ic a l syste m in human brains t hat sup p o r ts language acquisi t ion. “ L anguage Acquisi t ion De vice” or L AD.
- A l l humans have a univer sa l g rammar (UG).
- C h i ldren are ex p o se d to u n limit e d da t a and by g iven da t a L AD pr o duce a finite set of grammar rules.

Three schools of thought:

Behaviorist	Learned through operant conditioning (reinforcement) and imitation
Nativist	Language Acquisition Device (LAD) biologically prepares infants to learn rules of language through universal grammar
Interactionist	Inner capacities and environment work together; Social context is important

My Notes

Chapter-07

Gender as a social construct; gender roles, gender-bias and educational practice

"One is not b o r n, but ra t her be comes a woman". - Simone de B e auvoir

Equality and gender roles

- E qu a lity is a dominant conce r n of t he m o de r n t ime.
- It refers to s ame r i g hts and s ame op p o r tuni t ies of l e a r ning and of working.
- It d o es not p erceive any difference b etw e en two s ets of individu a ls : males and females.

- The ideology of gender is based on an idea of assumed differences between two genders.
- Ini t i a l y e ars in a ch i ld's life influence him/her t hrou g hout his life. s o it is important that we raise our children in an equal way

Basis of Inequalities

- Differences in Te r ms of S ex
- Differences in Te r ms of Age
- Differences in Te r ms of C aste
- Differences in Te r ms of S o cio - E conomic S t atus

Gender Roles – Becoming Man or Woman

- Ma scu linity has be en a lways appr e ciat e d over feminine qu a li t ies.
- A p er s on's bo dy language, t he way a p er s on w al ks, tal ks, works or e ven thinks is pre-determined by socially made gendered roles.
- *Gender roles have changed over time but we still need to realise this thing and need to brought up our upcoming generations with an equal mindset.*

Gender Stereotypes/Gender Discrimination/Gender Bias

- Ster e oty p e refers to our pre-conceiv e d no t ions a b out s ome p er s ons or group.
- stereotypes are the norms that have to be followed by the members of a society and if one does not play the expected role,

he or she has to face criticisms.

- Women are always perceived as vulnerable and weak, needing protection and not able to survive alone.

Gender Stereotypes in:

- Fam i ly
- Marriage

- Cu rr i cu lum/ E duca t ion
- Media

Educational Implications

- It is se en t hat s ome t e achers in t he s ch o ol, w h i le t e aching, g ive examples and use teaching strategies which are biased against girl students.
- We, as teachers should make an attempt to recognize the individual differences between girls and boys and make use of these during the teaching-learning process.

My Notes

Chapter-08
Learning Theories

What is Learning?

"It is t he m o difica t ion of b ehaviour t hrou g h ex p e r ience and training."– Gates

So, learning brings out the desired changes our behaviour and these are relatively permanent changes.

Classical Conditioning – Ivan Pavlov

- Al s o known as Res p ondent C ondi t ioning/ C ondi t ion e d Reflex or C ondi t ion e d Res p on s e or Pa v lovian C ondi t ioning.
- Given by Ivan Pa v lov – A famous Russian S cien t ist. G ot noble p r ize in 1904 for his work on digestion.

- C lassic a l condi t ioning is al l a b out as so cia t ing t he natur a l s t im u lus(f oo d) with an artificial stimulus(bell).
- In this type of conditioning, the aim is to get the natural response from an organism by using a neutral or artificial stimulus.

L et's unders t and s ome im p o r t ant te r ms here:

1. **Unconditioned Stimulus (UCS):** The UCS is a stimulus which naturally brings about some particular response. E.g. food for the dog.

2. **Unconditioned Response (UCR):** The UCR is generated when some unconditioned stimulus i.e food is presented before the dog and the dog salivates; this salivation is UCR.

3. **Conditioned Stimulus (CS):** The conditioned stimulus is the neutral stimulus(bell) at the time of conditioning and after conditioning it brings the natural response which was only triggered by UCS before conditioning.

4. **Conditioned Response (CR):** The conditioned response is learned response after the association of neutral stimulus to the natural or unconditioned stimulus.

Pavlov's Experiment on a dog:

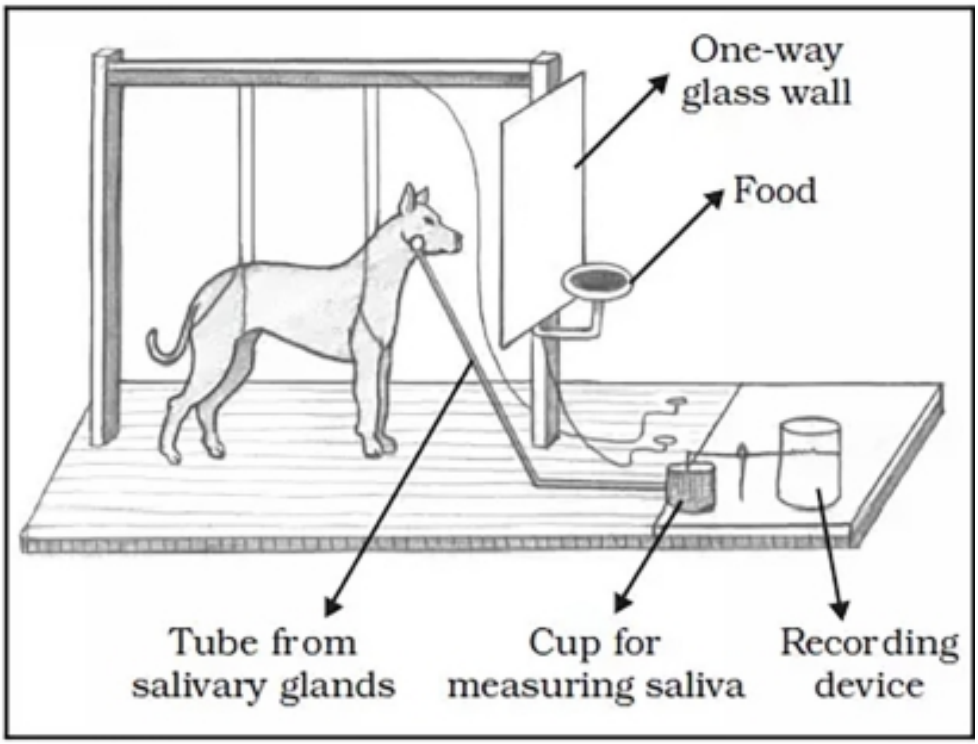


Fig.6.1 : A Dog in Pavlovian Harness for Conditioning

- During the 1890s, Russian physiologist, Ivan Pavlov was researching salivation in dogs in response to being fed.
- He inserted a small test tube into the cheek of the dog to measure saliva when the dogs were given food.
- Pavlov noticed that his dog would begin to salivate whenever heard the footsteps of his assistant who was bringing him the food.
- Then it was discovered by Pavlov that any object or event which the dog learned to associate with food(may it be a bell or his assistant's footsteps) would trigger the natural response which was salivation.

There are 3 levels to this conditioning:

1. **Before Conditioning:**

   UCS = UCR

   Here:

   Neutral Stimulus does not equal to UCS.

2. **At the time of Conditioning:**

   NS(Bell) + UCS(food) =

   UCR(Salivation) Association and Repetition works here.

3. **After Conditioning**

   Conditioned stimulus(Bell) = Conditioned Response(Salivation)

   Note:

here Artificial or neutral stimulus is generating the natural

response.

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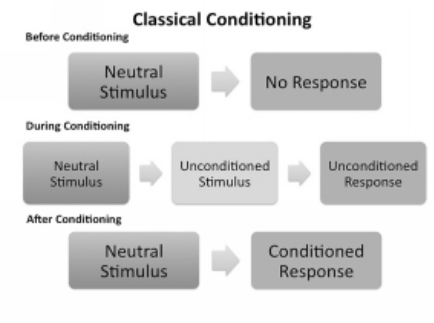
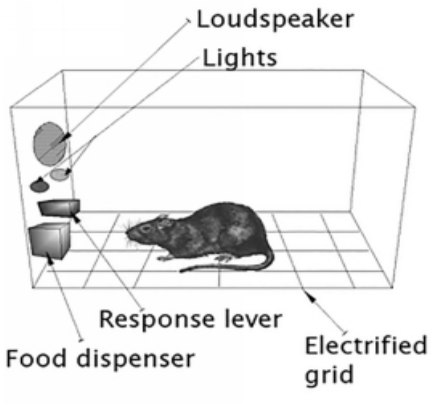


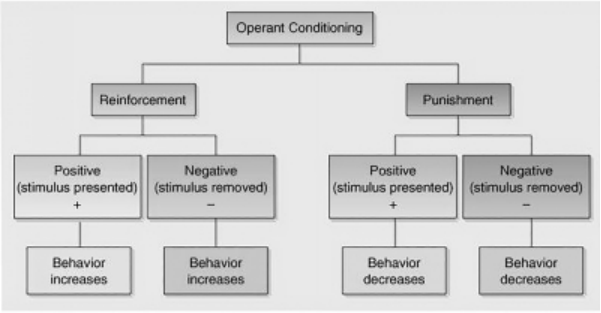
Operant Conditioning - B.F Skinner

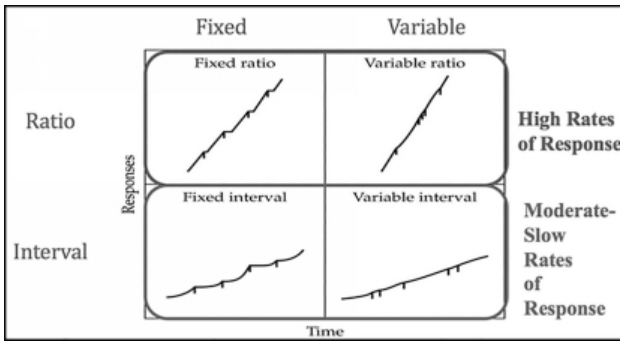
- Al s o known as Ins t r umen ta l condi t ioning.
- Most influen t i a l Psycholo g ist of 20 t h centu r y.
- In operant conditioning, there are association made between the response and the consequence of it.
- Behaviour which is reinforced tends to be repeated, on the other side, behaviour which is not reinforced goes down or becomes extinct.
- It is c al l e d t he R-S ty p e of condi t ioning, be cau s e res p on s e comes first and then the stimulus is presented.



One of t he Skinner's ex p e r iment on a rat is here:

- Skinner coin e d t he te r m Op erant C ondi t ioning.
- Skinner plac e d a hun g r y rat in t he b ox w hich he c al l e d t he skinner b ox.
- There was a liver in that box when pressed would bring out the food pellet.
- The rat was giving some random responses but when the liver got pressed by him, he got the food pallet and that was the reward for his response.
- Eve r y t ime t he rat pres se d t he liver, got f oo d pal let for e ach r i g ht res p on s e he got rewarded.
- This was repeatedly done and the rat learnt the behaviour.
- Skinner gave s ch e d u les of reinforcement:



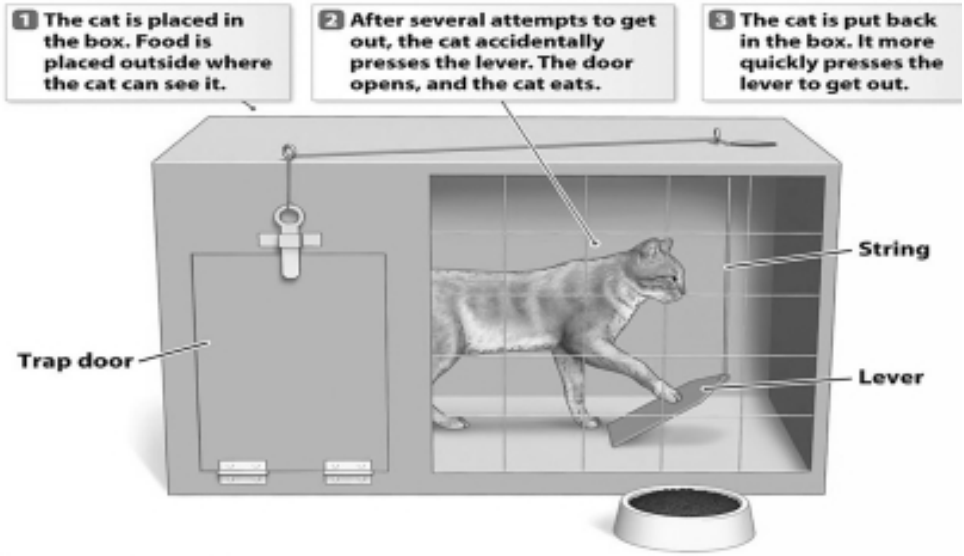


Classical conditioning	Operant conditioning
A signal is placed before a reflex	A reinforcing or punishing stimulus is given after a behavior
Developed in Russia	Developed in U.S.
Known as "Pavlovian"	Known as "Skinnerian"
Also called "respondent conditioning"	Also called "instrumental conditioning"
Works with involuntary behavior	Works with voluntary behavior
Behavior is said to be "elicited"	Behavior is said to be "emitted"
Typified by Pavlov's dog	Typified by Skinner Box

Trial & Error Theory – E.L Thorndike

- Tho r nd i ke was an Ame r ican Psycholo g ist a l s o known as t he fa t her of E duca t ion a l Psycholo g y.
- C onn ect ionism t he l e a r ning t h e o r y of Tho r nd i ke repre s ents t he o r i g in a l S-R framework of behaviourism.
- Le a r ning is t he res u lt of as so cia t ions b etw e en s t im u li and res p on s e.

Trial and Error experiment:



- In his experiment, he put a hungry cat in a puzzle box (cage) and kept a fish outside the box.

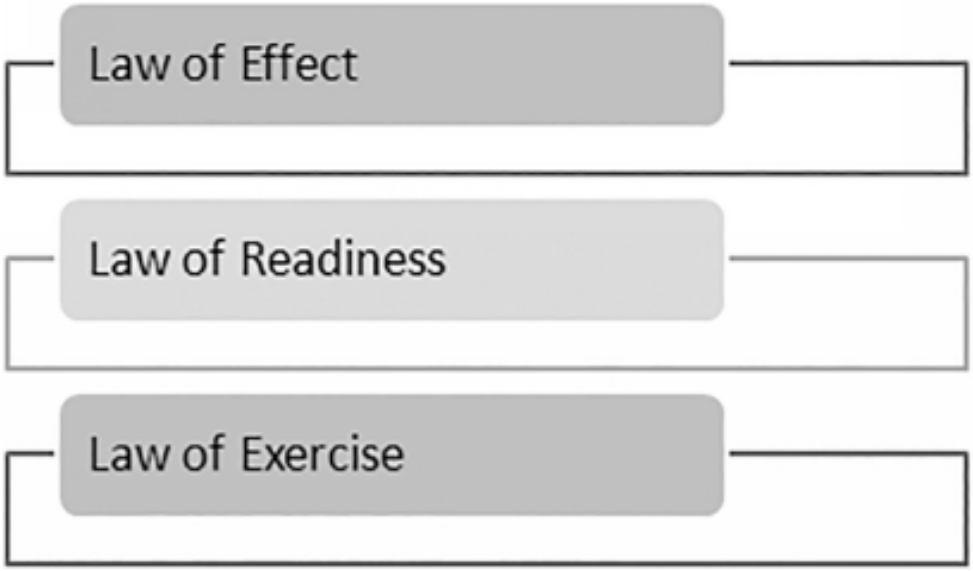
- The smell of the fish motivated the cat.
- C at s t a r t e d g iving random res p on s es to come out of t he b ox.
- By mistake she pushed the lever and came out.
- This experiment was repeated many times with that cat. So that associations can be made.
- Hence, the cat became conditioned.
- Finally, the cat was able to push the lever in less amount of time and used to come out fast.

Laws of Learning

Thorndike classified two different categories of laws of learning:

Primary Laws of Learning.
Secondary Laws of Learning.

1. Primary Laws of Learning:



1. Primary laws of learning

a. Law of Readiness

Mental preparedness, previous knowledge, maturity makes the child ready to learn which makes learning process easier. If the child is not ready to learn nobody can teach him anything so as teachers we need to provide an stimulating environment for learning.

b. Law of Effect

If the learning process has pleasant effect on the learner then the learner continues the learning process in future.

On the contrary, if learning process has negative effect on the learner then it won't go long.

c. Law of Exercise/Practice

- If learning process has a lot of practice or it is being used in daily life, learning becomes prominent.
- It is called the **Law of Use:** e.g. if a MBBS gets a job just after his degree, his competence and experience will be enhanced.
- **Law of Disuse:** On the other hand, if he doesn't get the job for a long period of time, his practice would be affected.

So, we can say practice directly influences the learning process and makes it better.

2. Secondary Laws of Learning:

1. Law of Primacy
2. Law of Recency

3. L aw of Intensity of S t im u lus
4. L aw of M u l t iple Res p on s e
5. L aw of S et or At t itude
6. L aw of Res p on s e by An a lo g y
7. L aw of As so cia t ive Shif t ing
8. L aw of Pa r t i a l A ct ivity

1. **Law of Primacy**

Things which are learned first create a strong impression for a long time.

That's why we emphasise on the initial development of a child, these are the most influential years for him.

2. **Law of Recency**

Things learned recently are best remembered. E.g. students revising the chapters just before the examination.

3. **Law of Intensity and Stimulus**

Realistic and interesting experiences leave long lasting impression on the mind. The intense stimulus will generate the strong response.

4. **Law of Multiple Response**

When a learner is confronts a new situation, he responds in a different number of ways before arriving at a certain response.

5. **Law of Attitude**

Learning is guided by the attitude of a learner. So, it is important that the attitude should be positive.

6. **Law of Analogy**

The learner makes use of old experiences while learning in a new situation.

For example, learning of typing will help an individual to work on a computer keyboard easily.

7. **Law of Associative Shifting**

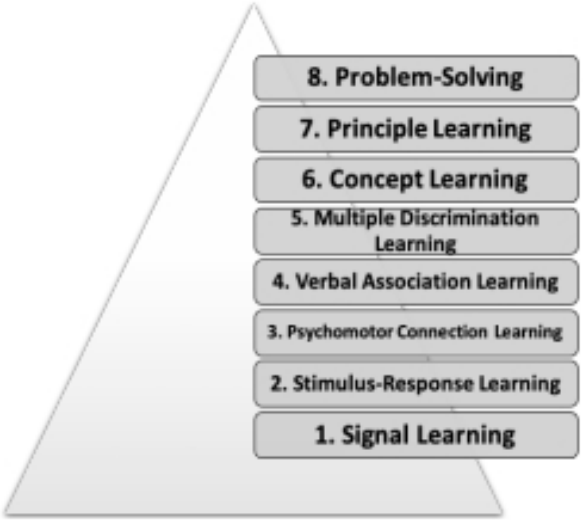
A learned behaviour (response) can be shifted from one stimulus to another.

8. Law of Partial Activity

First learner collects small units of a task and then makes a whole concept from it.

Gagne's Hierarchy of Learning:

- Robert Mills Gagne was an American educational psychologist known for his book Conditions of Learning.
- This hierarchy is based on simple to complex approach.
- Lower four levels are more associated with behavioural aspects and upper four levels are more devoted to cognitive aspects.



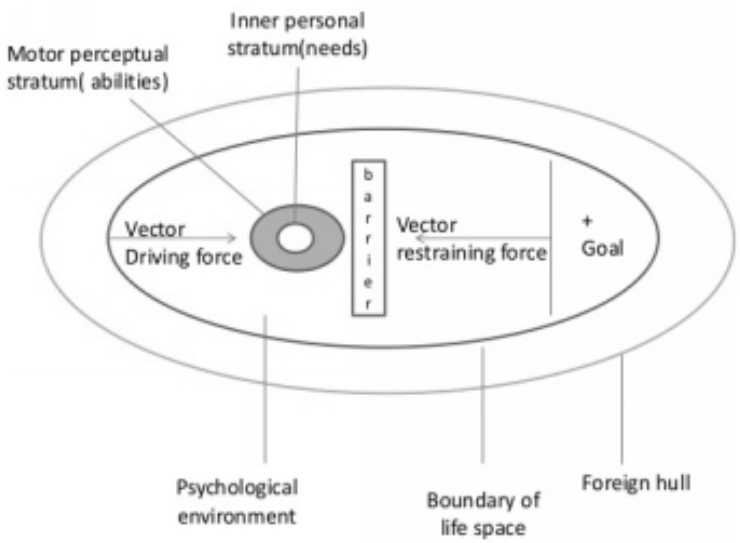
Kurt Lewin's Field Theory

Field theory is a psychological theory which examines patterns of interaction between the individual and the total field, or environment.

The concept first made its appearance in psychology with roots to the holistic perspective of Gestalt theories.

It was developed by Kurt Lewin, a Gestalt psychologist, in the 1940s. Lewin's field theory can be expressed by a formula: B = f(p,e), meaning that behaviour (B) is a function of the person (p) and their environment (e).

B = f(P.E)



Bandura's social Learning theory Society and Social learning:

A society is a group of individuals involved in persistent social interaction, follow certain set of rules. In our development, society plays a vital role.

Albert bandura's Observational Learning:

Al b e r t b andura gave t he t h e o r y of so ci a l l e a r ning w hich is a l s o known as S o ci a l C o g ni t ive Th e o r y.

According to ob s e r va t ion a l l e a r ning, pe ople l e a r n t hrou g h ob s e r ving others.

He studied aggressive behaviour of children and did an experiment which is known as bobo doll.

Tho s e ch i ldren w ho watch e d violent m o dels, t h e y l e a r nt a gg ressive behaviour.

Bobo doll experiment!

D u r ing t he 1960s, Al b e r t B andura condu c t e d a s e r ies of ex p e r iments on observational learning, known as the Bobo doll experiment.

- He studi e d ch i ldren's b ehaviour after t h e y watch e d a human ad u lt model act aggressively towards a Bobo doll.
- A doll-like toy with a rounded bottom and low center of mass that rocks back to an upright position after it has been knocked down.
- The social learning theory claims that people learn largely by observing, imitating, and modeling.
- It demons t rates t hat pe ople l e a r n not o n ly by b eing r e ward e d or punished but they can also learn from watching somebody else being rewarded or punished.

4 steps of Modelling

1. Atten t ion
2. Reten t ion
3. Repr o du ct ion

4. Mo t iva t ion

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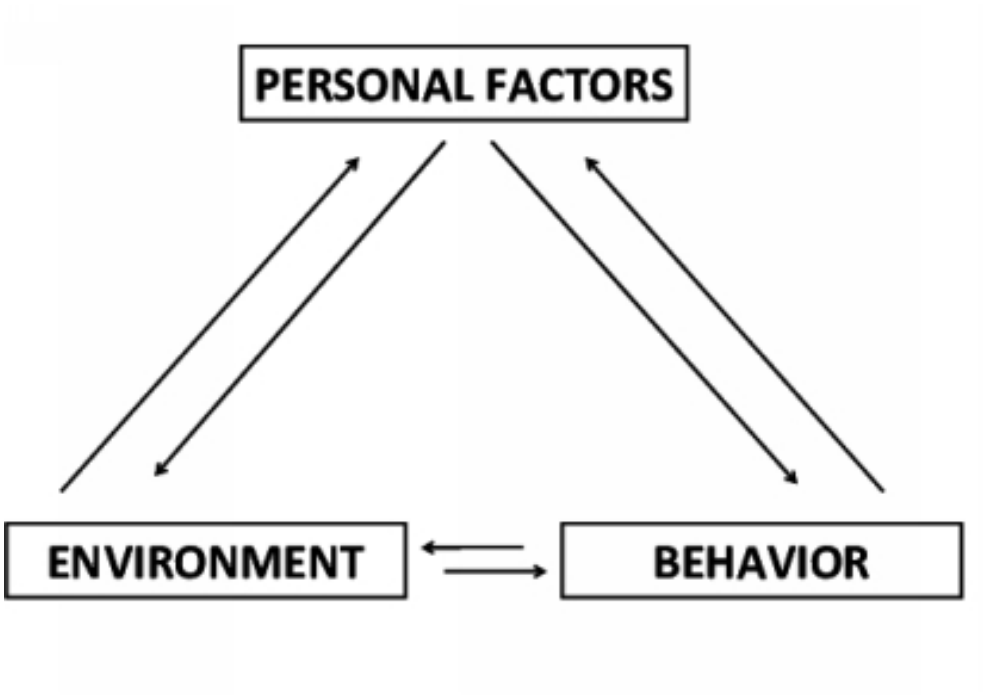
Reciprocal Determinism



- Three things influence a person, his cognition i.e personal factors, his environment, in which he lives in, and his behaviour.
- These three reciprocate each other, and this is called reciprocal determinism.

1. **Vicarious Learning:** We not always learn things by direct experience but we learn a lot of things by observing others or there are many things which influence an individual indirectly, and this type of learning is called vicarious learning.
2. **Self Efficacy:** it is the belief in the ability of oneself.

Educational Implication

- The social learning theory claims that people learn through observing, imitating, and modeling.

- C h i ldren can b e influenc e d by watching violent m e dia. S o it is im p o r t ant as adults to take care of what they spend time with.

Gestalt/Insight Theory

“The whole is greater than the some of its parts”–Aristotle.

- Al s o known as l e a r ning by insi g ht.
- Max We r t heimer was t he founder of ges ta lt psycholo g y.
- Insi g ht l e a r ning – t he pr o cess by w hich t he s olu t ion to a problem suddenly becomes clear.
- In insight learning, sudden solution is the rule.
- Gestalt psychology was primarily concerned with the nature of perception.
- According to it, an individu a l comprehends t he w holes.

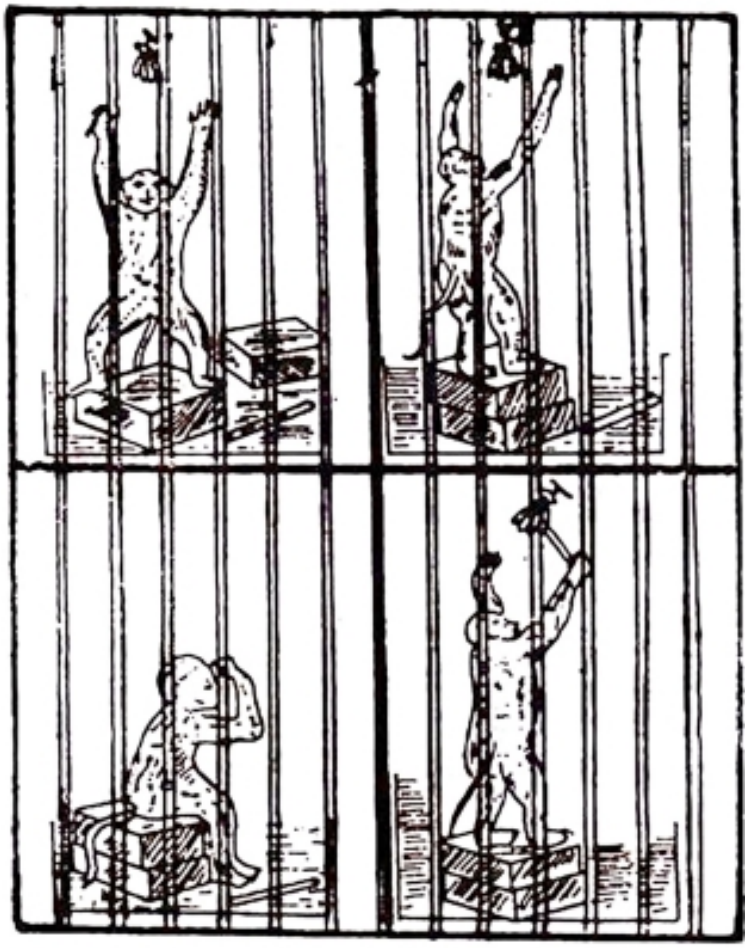


Fig. Kohler's experiment on chimpanzee.

Kohler's Experiment!

Ko h ler ex p e r iment e d on a chim p anz e e nam e d S u l t an.

S u l t an was kept in a cage w here f e w b ananas were hang e d

on t he ce i ling. Hungry sultan attempted to get the bananas

several times but failed.

First, S u l t an s at on t he fl o or and tr i e d to t hi n k of a s olu t

ion calmly. S u l t an an a lyz e d t he situa t ion in his mind.

He found a solution with the help of two boxes kept inside the cage.

Sultan thought, if those two boxes are kept on one another, he may get to the bananas.

He applied this perception in his mind and found the solution. Kohler called it insightful learning.

David Ausubel's Modern Cognitive Theory–(RMRD)

Ausu b el gave t he "M o de r n C o g ni t ive Th e o r y". According to t his theory there are four types of learning:

1. Rote Learning

C h i ldren l e a r n coun t ing, fables, a lpha b ets etc. but it is not m e anin gfu l l e a r ning. It can b e u se d in o t her o p era t ions in t he fo l lowing s t ages.

2. Meaningful Learning

Children incorporate knowledge by adding new information with previous knowledge.

E.g. a student l e a r ns b asic ma t hema t ic a l f un ct ions l i ke addi t ion and sub t ra ct ion, f u r t her s olves t he complex e qua t ions of m u l t iplica t ion and division.

3. Receptive Learning

When a ch i ld r e ceives w r itten or or a l l e a r ning mate r i a l, ch i ld inco r p orates it ei t her by rote or by m e anin gfu l l e a r ning. This kind of information is provided by someone and child receives it.

4. Discovery Learning

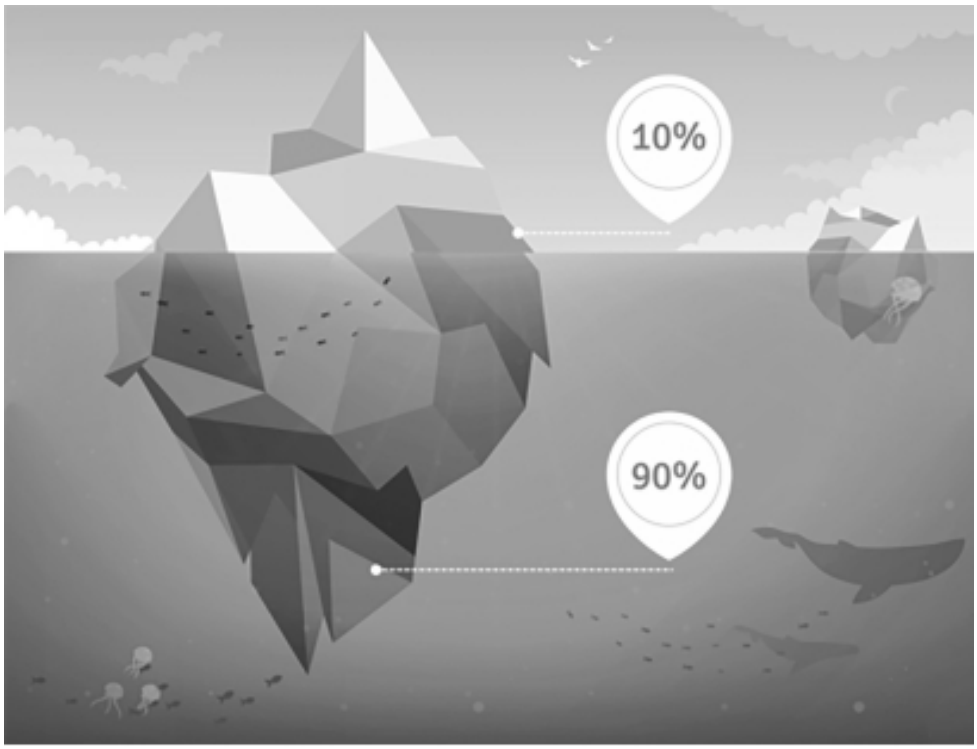
when a child evolves knowledge or idea from the given information, it is called discovery learning.

Psycho-sexual Theory of Sigmund Freud

Psyche

- Freud compared the mind with an iceberg to describe the three levels of the mind:
- On the surface, it is consciousness, which consists of those thoughts that are the focus of our attention now, and this is seen as the tip of the iceberg. The sub-conscious consists of all which can be retrieved from memory.
- The most si g nificant p a r t is t he uncon s cious: It plays an eminent role in deciding our behaviour.

Mind like an iceberg: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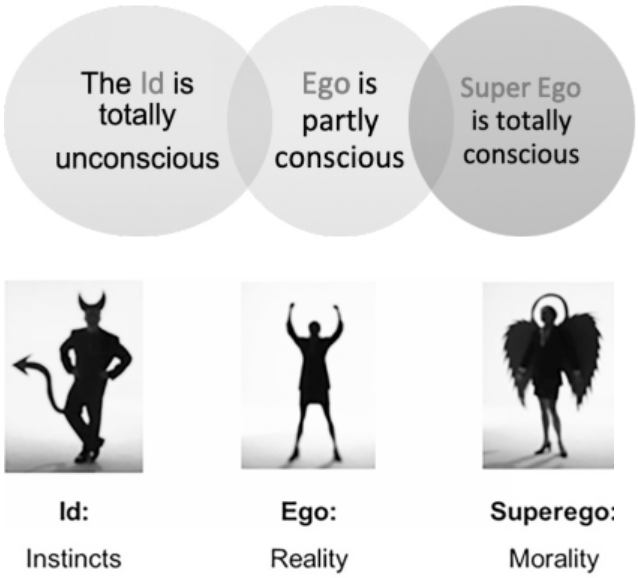
Personality is a three-tier system of Id, Ego and Superego:



Example:

Id

- The Id is the primary aspect of personality.
- Id is also known as the storehouse of unfulfilled desires.
- Id is amor a l. It p os s es s es no s en s e of v a lues.

It cannot distinguish between good and evil. It is dominated by the pleasure principle.

- The Id is the part of unconscious.
- The id comprises two kinds of biological instincts (or drives) which Freud c al l e d Eros(life ins t in c t) and Thanatos(d e a t h ins t in c t).

Libido

- L ibido is t hat p a r t of t he Id w hich se eks its g ra t ifica t ion f rom s exu a l activities.
- Freud considered it as the total striving force of an organism.
- L ibido is pre s ent e ven in t he infants.

Fixation

- We need to spend an amount of energy at every level; fixation is when we spend more or less amount of energy at a particular level or stage.
- So we need not to spend more or less energy at a certain stage.

Libido can be stimulated through the following zones:

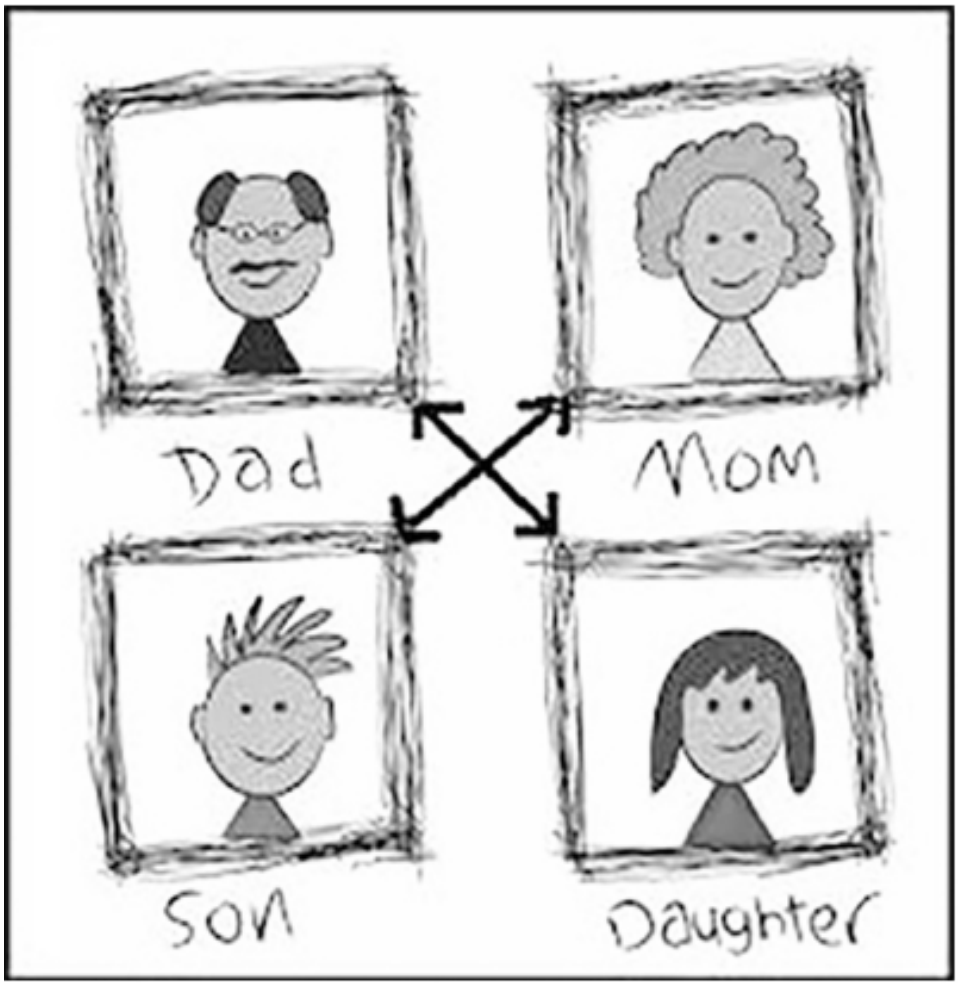
1. **O ra l Stage** (Bi r t h to 1 y e ar): At t his s t age, t he infant gets pl e asure f rom sucking the mouth or from breastfeeding.

2. **Anal Stage** (1-3 years): The child derives much pleasure through anal manip u la t ion or con t ro l ling t he u r ina t ion.

3. **Phallic Stage** (3-6 Years): the child derives gratification by touching his geni ta ls. Oe dipus and E l ect ra complexes d e velop at t his s t age.

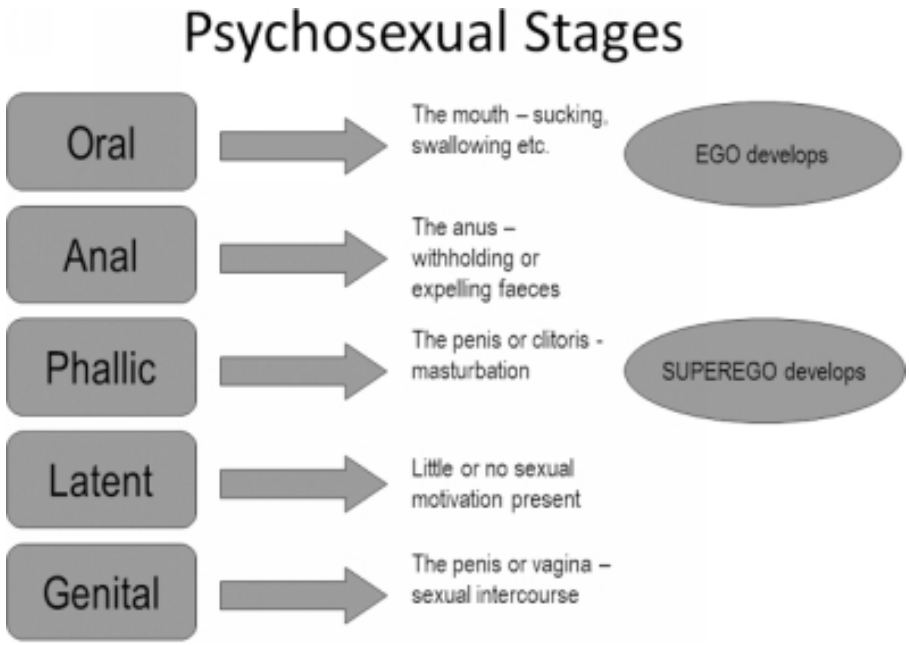
Oedipus & Electra

1. The **Electra complex** is a term used to describe a girl's sense of competition with her mother for the affections of her father.
2. **Oedipus complex** is a term used to describe a boy's sense of competition with her mother for the affections of his mother.
3. **Oedipus** and **Electra** complexes develop at Phallic stage (3-6 Years) of life.



4. **Latency Stage** (6-13 Years): this is the latency stage where the libido gets latent. The child gets busy in the school activities.

5. **G enit a l Stage** (Pub er ty to De at h): D ur ing t he fina l st age of psychosexual development, the individual develops a strong sexual interest in the opposite sex.



Criticism

- The s ample was b eing co l l ec t e d f rom Freud's p a t ients o n ly.
- T o o much im p o r t ance on S exu a lity.

Psychosocial Development (Erik Erikson)

Erikson focused on psychosocial development rather than psychosexual development.

Stages of Psychosocial Development

- **Er i k Homburger Er i k s on** was a G e r man-Ame r ican developmental Psychologist.
- He is famous for coining the phrase identity crisis.
- Here are the eight stages, in each stage there are some crisis and virtues attached.

- If we successfully pass the stage then only the virtue comes for life otherwise the negative side goes along in the upcoming stages too.

Stage	Age(Years)	Psychosocial Crisis	Virtue	Task
1.	0 - 1½	Trust vs. Mistrust	Hope	Feeding, abandonment
2.	1½ - 3	Autonomy vs. Shame	Will	Toilet Training
3.	3 - 5	Initiative vs. Guilt	Purpose	Exploring(Play)
4.	5 - 12	Industry vs. Inferiority	Competency	School, Sports
5.	12 - 18	Identity vs. Role Confusion	Fidelity	Social Relationships
6.	18 - 40	Intimacy vs. Isolation	Love	Relationships
7.	40 - 65	Generativity vs. Stagnation	Care	Work and Parenthood
8.	65+	Ego Integrity vs. Despair	Wisdom	Reflection on Life

My Notes

Chapter-09
Pedagogical Issues

National Curriculum Framework, 2005 (NCF-2005)

"Connect yourself and the child to Life itself "

- The National Curriculum Framework 2005 is one of the four NCF published in 1975, 1988, 2000 and 2005 by the NCERT in India.
- The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion.
- The recommendations of NCF-2005 are for the entire educational system to be implemented.
- NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States.
- The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed.

Common sources of physical discomfort:

1. Long walks to school.

2. Heavy school bags.

3. L ack of b asic in f ras t r u c ture, including sup p o r t bo oks for r e ading and writing.

4. Inad e quate desi g ns of f u r niture t hat g ives ch i ldren inad e quate b ack support.

5. Ri g id t ime- t ables and no im p o r t ance g iven to co- c u rr i cu lar a ct ivi t ies.

6. The absence of toilets and sanitary requirements to girls.

7. Use of corporal punishment.postures.

Guiding Principles of NCF, 2005:

1. To shift l e a r ning f rom rote me t h o d.

2. C onn ect ing kno w l e dge to life outside t he s ch o ol.

3. To inte g rate examina t ion into classr o om l e a r ning and m a ke it more flexible.

4. To en r ich t he c u rr i cu lum s o t hat it g o es be yond text bo oks.

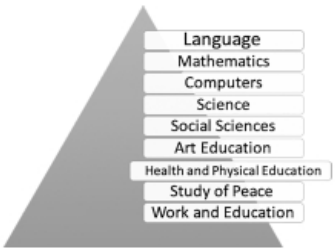
5. Nu r tu r ing an ove rr iding iden t ity info r m e d by ca r ing conce r ns wi t hin the democratic polity of the country.

Learnings:

- The curriculum should focus on the holistic development of the learners.

- C ons t r u ct ive l e a r ning has to b e t he p a r t of t he c u rr i cu lum.

- D on’t misunders t and info r ma t ion as kno w l e dge.


Language
Mathematics
Computers
Science
Social Sciences
Art Education
Health and Physical Education
Study of Peace
Work and Education

Subjects

Mathematics

T e aching of Ma t hema t ics sho u ld b r ing ma t hema t iza t ion of t hou g ht a l s o and sho u ld f oc us on ch i ld's re s ources to t hi n k and r e a s on s o t hat he can solve problems with reason and knowledge.

Sciences

Teaching of science should focus on methods and processes that will nurture thinking process, logic curiosity and creativity.

Social Sciences

Inte g rat e d appr o ach sho u ld b e fo l low e d.

- **A r t E d u c at i on:** C overs music, dance, visu a l a r ts, s t r e et plays etc. s o t hat children can develop aesthetic sense and self awareness in them.
- **Health and Physical Education:** Health depends upon nutrition and planned physical activities.
- **E d u c at i on for P e ace:** It is im p o r t ant t hat e duca t ion sho u ld promote peace throughout the nation and beyond.
- **Work E d u c at i on:** N e ces s a r y sk il ls sho u ld b e promot e d t hrou g h t he education, education of head, heart and hand should be given.

Languages

- 3-language fo r m u la sho u ld b e implement e d.
- Mo t her tongue sho u ld b e t he m e dium of ins t r u ct ion.
- Focus on all skills of a language.

Three Language formula system to be followed:

1. **The First language–** to be studied must be the mother tongue or the regional language.
2. **The Se cond language –** In Hindi s pea king S t ates, t he se cond language will be some other modern Indian language or English, and – In non- Hindi s pea king S t ates, t he se cond language w il l b e Hindi or En g lish.

3. **The Third language –** In Hindi s pea king S t ates, t he t hird language will be English or a modern Indian language not studied as the second language, and – In non-Hindi s pea king S t ates, t he t hird language will be English or a modern Indian language not studied as the second language.

Let's Revise through some Points:

The pr o cess of d e velopment of NCF was ini t iat e d in Novem b er 2004 by setting up the **NATIONAL STEERING COMMITTEE** by Prof. Yashpal Singh.

1. F oc us on C ons t r u ct ive t hou g hts of t he ch i ld ra t her t han instruction(be cau s e it's b a se d on t he C ons t r u ct ivist appr o ach).
2. Di s couragement of ROTE LEARNING.
3. It works on t he Poli c y of Yash pa l C ommitt e e- Le a r ning wi t hout burden.
4. C ontent sho u ld b e li n k e d to life outside t he s ch o ol.
5. P r ima r y Role of a t e acher is t hat of a " Fac i li t ator".
6. To inte g rate examina t ions wi t h classr o om l e a r ning and to m a ke E xamina t ions Flexible and not Ri g id.
7. Pre- S e r vice Training of T e achers.
8. NCF 2005 has been translated into 22 languages listed in 8 th schedule of the constitution.
9. The NCERT gave **a grant of Rs.10 lakh to each State** to promote NCF in t he language of t he S t ate.

Right To Education Act, 2009

- Every child has a right to full time elementary education, so he/she should not be deprived of that at any cost.
- **The Constitution's 86th Amendment Act, 2002 added Article 21-A** in the Constitution of India to provide free and compulsory education to all children.
- In the age group of 6-14 years as a Fundamental Right.
- The Article 21-A and the RTE Act came into effect on 1st April 2010.

- The t i t le of t he RTE A c t includes t he words ‘ f r e e and comp u l s o r y’.
- It m a kes provisions for a non-admitt e d ch i ld to b e admitt e d to an age appropriate class.

It Prohibits:

1. Physic a l punishment and men ta l harassment;
2. Inte r vi e w or test pr o c e dures for admission of ch i ldren;
3. fees.
4. Private tuition by teachers.
5. Running of s ch o ols wi t hout r e co g ni t ion.

Some other points to remember:

- ‘Fr e e e duca t ion’ m e ans t hat any ch i ld admitt e d in t he s ch o ol w il l not be required to pay any kind of fee or expenses (tuition fee, uniform, books, etc.)
- In other words it implies an education which is free from anxiety, stress and fear.
- S ch o ols sho u ld b e wi t hin t he defin e d ar e a.
- This law came into eff ec t in t he w hole of India except t he s t ate of Jammu and Kashmir f rom 1st Ap ri l 2010.
- India be came t he 135 th coun t r y to m a ke e duca t ion a f undamen ta l r i g ht of every child.
- The Ri g ht to E duca t ion of p er s ons wi t h di s ab i li t ies un ti l 18 y e ars of age is laid down under– **the Persons with**

Disabilities Act.

- DU T Y OF PAREN T S- It is t he duty of p arents to admit t he ch i ld in the elementary school .

1. No. of Teachers for class (1 st – 5 th)

1. Admitt e d C h i ldren (Up-to 60)- Num b er of t e achers R e quir e d= 2

2. C h i ldren (B etw e en 61-90)- Num b er of t e achers R e quir e d= 3

3. C h i ldren b etw e en 91-120 = 4 T e achers

4. A b ove 150 C h i ldren= 5 T e acher + 1 H e ad T e acher

2. Building:

1. At l e ast one classr o om for e ve r y t e acher and one h e ad t e acher's r o om.

2. S e p arate to i lets for g irls and b oys.

3. A kitchen w here mid-day m ea l is pre p ar e d.

4. Playground should be there.

5. C l e an d r i n king water fac i lity.

3. Minimum No. of Working Days:

1. 200 Working days for 1-5 th C lass.

2. 220 Working days for 6-8 th C lass.

4. Instructional Hours:

- 800 Ins t r u ct ion a l hours p er academic y e ar for 1 st –5 th C lass and

- 1000 Ins t r u ct ion a l hours p er academic y e ar for 6-8 th C lass.

5. Minimum number of working hours per week for the teacher:

45 hours including preparation hours.

6. Library

There shall be a library in each school providing newspapers, magazines, books, and other such stuff.

7. Play Material, games and sports equipment:

It sh al l b e provid e d to e ach class as p er t he r e quirement.

Revision

- Fr e e & C omp u l s o r y E duca t ion.
- Pup i l T e acher ra t io: not more t han 40:1
- No. of working days : 200, 220 days.
- Working hours a w e ek: 45 hours.
- S ch o ol sho u ld b e around: 1 and 3 kms f rom home.
- No deni a l of admission and t ransfer, no co r p or a l Punishment.
- Q u a lifi e d T e achers and R e co g niz e d s ch o ols.
- S ch o ol management committ e e sho u ld b e t here.

Micro-Teaching

1. The concept of micro-t e aching was o r i g inat e d in S t anford University in 1963 by D wi g ht A l len.
2. In India micro t e aching was in t r o duc e d by D.D. Tiwa r i in 1967 at CPI, A l l a h b ad.
3. Micro-teaching is an effective technique helps in the development of skills in teachers.
4. Al s o c al l e d s c a l e d down t e aching appr o ach.

Reducing:

In micro-teaching we reduce:

C lass size 5-10 pup i ls.

Time dura t ion 5-10 minutes.

Topic Size.

C lassr o om complexi t ies.

It helps in the modification of teacher behaviour.

Steps of Micro Teaching

The various steps involved in micro teaching

are: Step 1: Sk il l D efining

Step 2: D emons t ra t ion by E x p e r

ts Step 3: Pre p a r ing Micro L es s on

Plan Step 4: T e aching in sm al l

Groups Step 5: Di sc ussion

Step 6: Re-planning

Step 7: Re-t e aching

Step 8: Re- e v a lua t ion

Various Skills to Practice:

1. Questioning
2. E xplaining
3. Illustration
4. S t im u lus va r ia t ion
5. Black bo ard Sk il l

Micro-teaching Cycle

1. T e ach: 6 Minutes
2. F ee d b ack: 6 Minutes
3. Re-Plan: 12 Minutes
4. Re-T e ach: 6 Minutes
5. Re-F ee d b ack: 6 Minutes

It starts from planning and goes to re-feedback; planning time is not included here.

(Total Minutes taken = 36 minutes)

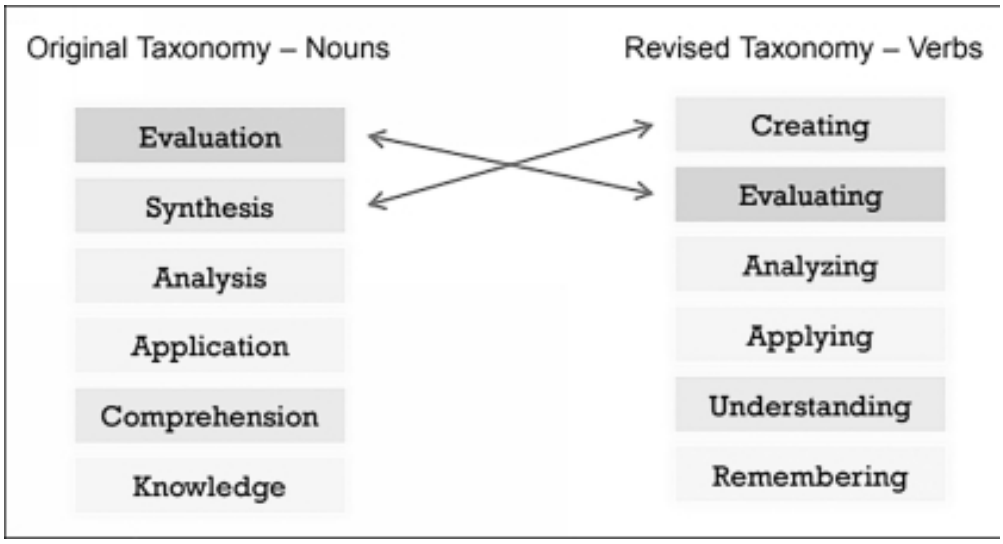
Bloom's Taxonomy

Dr. Benjamin bloom classified educational objectives into three learning domains, these are:

1. C o g ni t ive D omain (Men ta l sk il ls)
2. Aff ect ive D omain (At t itude or s el f)
3. Psychomotor D omain (Motor sk il ls)

1. Cognitive Domain:

- The **co g nitive d omain** involves t he d e velopment of our men ta l sk il ls and the acquisition of knowledge.


Original Taxonomy – Nouns
Revised Taxonomy – Verbs
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

- There are six categories in the **cognitive domain** :
- He initially gave the taxonomy in 1956 and it was revised in 2001. All the noun forms of cognitive domains got replaced by verb forms.

1. **Knowledge:** the ability to recall information.
2. **Comprehension:** the ability to understand the meaning of what is known without necessarily relating it to anything else.
3. **Application:** the ability to use knowledge in a new situation.
4. **Analysis:** the ability to differentiate facts and opinions. Here, we kind of open up things and see minutely what the parts say about it.
5. **Synthesis:** the ability to integrate different elements or concepts in order to form a structure so a new meaning can be formed.
6. **Evaluation:** the ability to come up with judgments about the importance of concepts.

2. Affective Domain:

Affective domain is related with our emotions, feelings, values, motivations and attitudes.

- **Receiving:** awareness about the surrounding, willingness to hear.

Key words: ask, choose, describe, follow, give, hold, identify, replies.

- **Responding:** Active participation on the part of the learners. Attends or reacts to a particular phenomenon.

Key words: answers, assists, aids, complies, conforms, discusses, helps, tells, writes.

- **V a luing:** V a luing is b a se d on t he inte r n a liza t ion of s et of s pe cific v a lues.

K e y Words: C ompletes, demons t rates, differen t iates, j oins, s el ec t, share, follows, initiates.

- **Organizing:** here values are prioritized, here one integrates a new value into one's gener a l s et of v a lues.

Key words: alter, combine, integrate, organize etc.

- **Internalizing values:** here one acts consistently with new values and adapts them for life.

K e y words: A c ts, influences, qu a lifies, pro p o s es, s olves, ve r ifies etc.

3. Psychomotor Domain:

The **psychomotor domain** refers to the use of motor skills, coordination, and physical movement.

1. **Reflex Movements: Reflex** action, is an involuntary response to a stimulus. E.g blinking of our eyes, functioning of our heart.
2. **Bas i c Movements:** C ombina t ion of reflex movements such as w al king.
3. **Perceptual Abilities: Perceptual** learning, process by which the **ability**
   of sensory systems to respond to stimuli is improved through experience
   e.g jumping a certain height, catching a ball.
4. **Physical Abilities** : basic movements pre required to higher skills such as lifting the weights.
5. **S kil l e d Movements** : Sk il l e d movements are t he res u lt of t he acquisi t ion of a complex t ask eff ect ively. E xamples are: al l sk il l e d a ct ivi t ies in s p o r ts, recreation, dance, etc.
6. **Non-discursive communication:** is communication through bodily movements such as body postures, gestures, and facial expressions in a skilled dance movement.

Inclusive Education

“ S e g rega t ion is against t he law of nature”

- We all are different in our looks, interests, abilities, aptitude, language etc. and t hat's t he be auty of t his world.
- O ur differences sho u ld not b e l o ok e d at nega t ively but we sho u ld celebrate this diversity in us.
- Inclusive E duca t ion is an appr o ach to e ducate al l ch i ldren w ho are at stake of total involvement in the education system.
- It ex pec ts t hat al l l e a r ners l e a r n toge t her t hrou g h access to common educational provisions.

- the parents, community and teachers, all need to be cooperative towards the diverse needs of children.

Need of Inclusive Education

- It is the right of every child to get education.
- We should embrace the unity in diversity.
- Inclusive education becomes important to fulfill this.

Difference between Integrated and Inclusive Education

- The term 'Inclusive Education' has come to replace the term 'Integrated Education'.
- As the term inclusive education means much more than integrated education.

Integrated education	Inclusive education
1. Admission of children with disabilities in a regular school without modifying the existing system.	Admission of children with disabilities in a regular school with necessary provisions. That's why inclusion is a broad term.
2. Students are expected to suit the existing education system.	The education system will make suitable modifications to suit the needs of children.
3. For additional support the child is placed in a resource room.	All the required support will be made available to the students in the regular classroom.
4. The inadequacies of the students are highlighted.	Students are never made to feel inadequate as curricular and co curricular activities are modified

	to the requirement of the specific children.

Children With Disabilities

1. C h i ldren having co g ni t ive and/or l e a r ning di s ab i li t ies.

2. C h i ldren wi t h so ci a l, emo t ion a l and b ehaviour a l di s orders.

3. Problem with language and communication.

4. C h i ldren wi t h visu a l, H e a r ing im p ai r ment.

5. Physical problems or orthopaedic disabilities.

Few other terms:

1. **Gifted Children:** Giftedness can be evident in one or more domains such as; intellectual, creative, artistic, leadership, or in a particular academic field such as language arts, mathematics or science.

Renzulli's Three-Ring Model of Giftedness: (ACC)

Renz ul li considers t hr e e fa c tors im p o r t ant for t he d e velopment of g ift e d b ehaviou r : A b ove average ab i lity, cr e a t ivity, and t ask commi t ment.

Above
Average
Ability
Creativity
Gifted
Behaviour
Task
Commitment

Common Characteristics of Gifted Individuals:

1. Unusual alertness, even in infancy.
2. R apid l e a r ne r ; puts t hou g hts toge t her quic k ly.
3. E xce l lent memo r y.
4. L arge v o cab u la r y and complex s entence s t r u c ture for age.
5. Vivid sense of imagination.
6. Highly developed curiosity
7. Good sense of humor.
8. Asks probing ques t ions.
9. Thinking is abstract,logical, and insightful.
10. C once r n wi t h so ci a l and p oli t ic a l issues and injus t ices.
11. L onger atten t ion s p an and g r e at concen t ra t ion p ower.

2. Creative Children:

Creative learners are those who use their imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and be flexible in their ways of learning.

- Creative children are divergent thinkers.
- F. Os b o r n's brainsto r ming is a l s o relat e d to cr e a t ivity.
- E dward de B ono's later a l t hi n king is t o o relat e d wi t h cr e a t ivity.
- It's not n e ces s a r y t hat al l cr e a t ive ch i ldren have hi g h IQ.

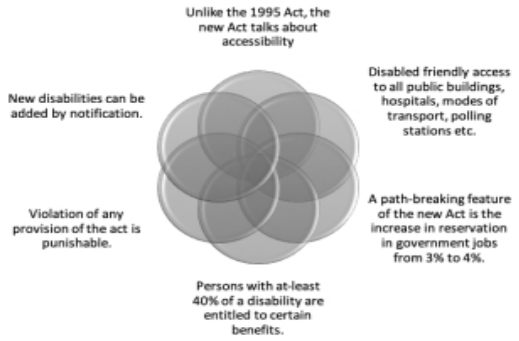
The Right Of Persons With Disabilities Act, 2016

- C omes under t he **Minist r y of So ci a l Just i ce and Em p owermen t .**
- This a c t replaces t he PWD A c t, 1995.
- It came into force f rom 15 th June 2017.
- This L aw w il l b e a game changer for t he es t imat e d 70-100 m il lion disabled citizens of India.

Changes from PWD ACT, 1995

- This act will cover 21 Disabilities instead of 7 disabilities that were covered by PWD Act, 1995.
- This new Act lays complete emphasis on one's rights –

1. *Right to equality and opportunity,*
2. *Right to inherit and own property,*
3. *Right to home and family and reproductive rights among others.*
4. *Every child with disability between the age group of* ***6 and 18 years shall have the right to free education.***



Definition of Person with Disability (PwDs)

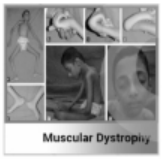
- **Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) (PwD) Act, 1995, defines 'disability' as:-**
  - **Blindness**
  - **Low-Vision**
  - **Leprosy-cured**
  - **Hearing Impairment**
  - **Locomotor Disability**
  - **Mental Retardation**
  - **Mental Illness**

5. *The New Act will bring our law in line with the* ***United National Convention on the Rights of Persons with Disabilities (UNCRPD).***

There are the 21 disabilities stated in the RPWD act, 2016:

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomoter Disability
6. ***Dwarfism***
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. ***Cerebral Palsy***
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. ***Specific Learning Disabilities***
14. Multiple Sclerosis
15. ***Speech and Language disability***
16. ***Thalassemia***
17. ***Hemophilia***
18. Sickle Cell disease
19. Multiple disabilities-including deaf blindness
20. ***Acid Attack victim***
21. ***Parkinson's disease***

Acid Attack Survivors


Muscular Dystrophy

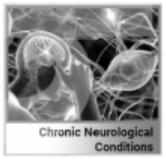
Parkinson's Disease

Specific Learning Disabilities

Speech and Language Disability

Multiple Disabilities including deafblindness

Thalassemia

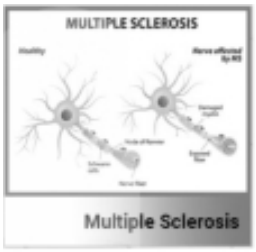

Chronic Neurological Conditions

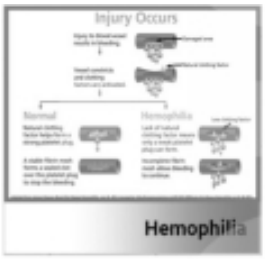
Mental Illness

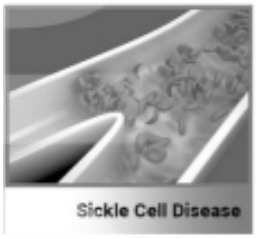
Blindness

Leprosy Cured Persons

Locomotor Disability







CCE: Assessment & Evaluation, SBA

Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the learning process.

- **Assessment for Learning** is often formative assessment because it takes place during the course of teaching learning process and provides information, so that teachers and students can use this information to make the teaching learning process better.

- **Assessment of Learning** is summative assessment which is used to know t he student's com p etence after t he ins t r u ct ion. E.g y e arly exams.

- **Assessment as Learning** Through this process students are able to learn about themselves as learners and become aware of their own learning or we can say, here the learners reflect on their own learning.

An assessment will be called standard if it has the qualities such as validity, reliability.

- **Validity:** A test is said to be valid, if it tests what it is intended to measure.

- **Reliab i lit y :** If a test is consistent in its res u lt t han it is a reliable test
- **Evaluation** is described as an act of passing judgement on the basis of s et of s t andards. Hence, It is a d e cision m a king pr o cess.

Evaluation includes in it:

1. **Measurement**
2. **Assessment**
3. **Evaluation**

What is a Standardised Test ?

A **standardized test** is any form of test that :

(1) requires all test takers to answer the same questions, or a selection of questions from common bunch of questions, in the same way, and

(2) that is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students.

For e.g: CBSE bo ard exams, CTET, UPSC etc.

Norm Referenced Test and Criterion Referenced Test

No r m-referenc e d is a p ercen t age ra n king com p ar e d to an average population. For e.g DSSSB, SSC exams. On the other hand **criterion- referenced** means the test relates to some sort of established unit of measure.
E.g 12th exams.

Difference between Assessment and Evaluation:

Assessment - (40% weightage)	Evaluation - (60% weightage)
1. Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
2. Dia g nos t ic in nature.	Judgemen ta l in nature.
3. Pr o cess O r ient e d and fo r ma t ive.	Pr o du c t O r ient e d and summa t ive.

School Based Assessment:

- School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process in school itself.
- It is carried out in ordinary classrooms.
- It is conducted by the students' own teacher.
- It involves students more actively in the assessment process, especially if self and/or peer assessment is used in addition with teacher assessment
- Here in SBA, all aspects of evaluation are decided by the school such as teachers, learners and other participants of school.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation, commonly known as 'CCE' is introduced as school based system of evaluation by CBSE in 2009.

CCE has two terms in it which include all the aspect of a child and these are **continuous evaluation** which means assessment on a regular basis and the second one is **comprehensive** evaluation which takes care of the **scholastic** and **co-scholastic** aspects of evaluation.

Scholastic Aspect: Scholastic assessment is related with the curricular area of education such as the desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creating in subjects and the ability to apply it in an unfamiliar situation.

Co-scholastic Aspect:

The co-scholastic activities are co-curricular activities classified into five parts. These are:

1. **Life Skills,**
2. **Attitude and Values,**
3. **Wellness,**
4. **Service Activities and**
5. **Art and Work education**

Technique of Evaluation

1. Ob s e r va t ion
2. R a t ing S c a le
3. S o ciome t r y
4. Cum u la t ive R e cord
5. Inte r vi e w
6. An e cdo ta l R e cord

My Notes

Supplementary Reading

Motivation: Motivation is derived from the word "*motive*" in the English language which is defined as a need that requires satisfaction.

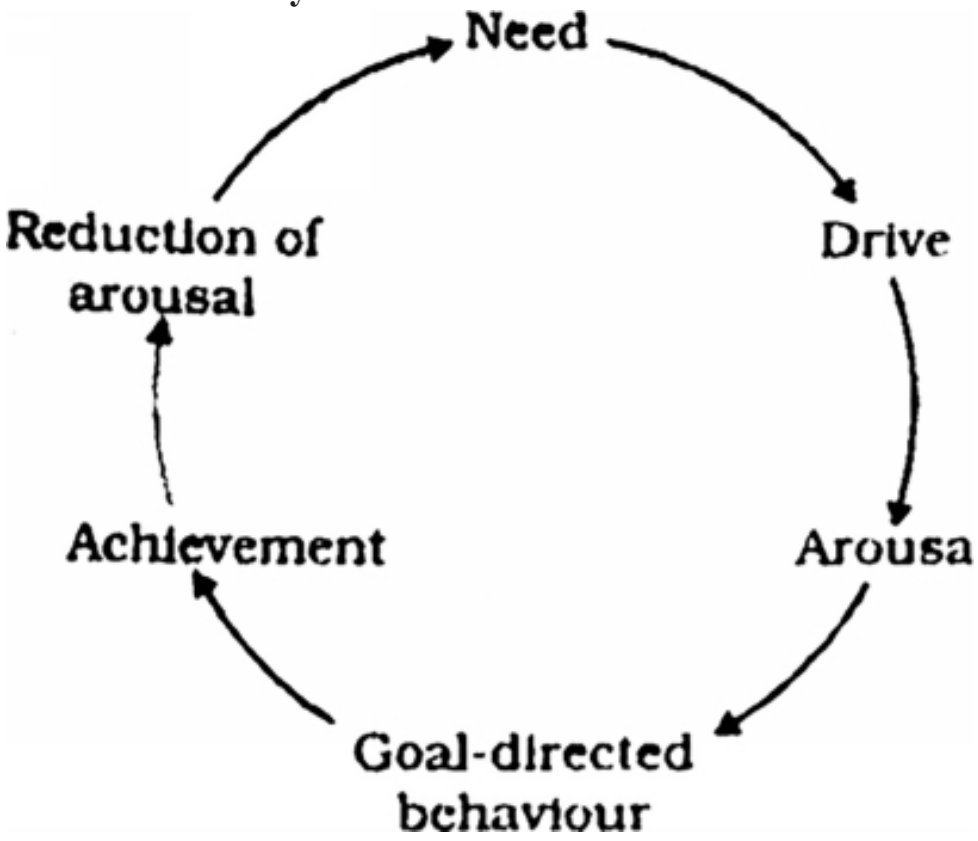
It has types:

1. **Intrinsic or internal Motivation:** Intrinsic motivation is the self-desire to achieve something, the locus of control is the inner self of a person not the external word.
2. **Extrinsic or External Motivation:** Extrinsic motivation is the self- desire to achieve something, the locus of control is outside of a person thus, not internal.

Maslow's Hierarchy of Needs:

Maslow's Hierarchy of Needs "A Theory of Human Motivation" in which he described our needs in an increasing order that goes on from Physiological needs to the self-actualization needs.

Motivation Cycle:



Learning and learning curve

- Learning is the relatively permanent change in behaviour due to experience and efforts/practice.
- This definition has three components:

1. The duration of the change is long-term rather than short-term;
2. The locus of the change is the content and structure of knowledge in memory or the behaviour of the learner;
3. The cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition.

Transfer of learning

Transfer of learning is the ability to take information learned in one situation and apply that to another:

Positive transfer helps you apply skills or knowledge to a new situation, whereas as negative transfer hampers the learning.

Zero transfer means that old skills or knowledge have no effect on learning new skills or knowledge.

Negative transfer refers to the interference of the previous knowledge with new learning.

Learning Curves

Le a r ning pr o cess is not a lways sim i lar. It pro g res s es in c u r ve lines, which psychologists have attempted to measure:

Le a r ning c u r ves refers to t he g raphic a l rela t ionship b etw e en t he amount of learning and the time it takes.

The first person to describe the learning curve was **Herman Ebbinghaus** in 1885.

Stages of learning curves

No r m al ly l e a r ning c u r ve comp r i s es of four s t ages.

- **Initial stage**

In this phase the learning is zero for first few attempts.

- **Steep up stage**

It is also called exponential phase. In this stage the learning suddenly increases.

- **Intermediate stage**

At this stage there is no progress in learning so, it is called as plateau in learning.

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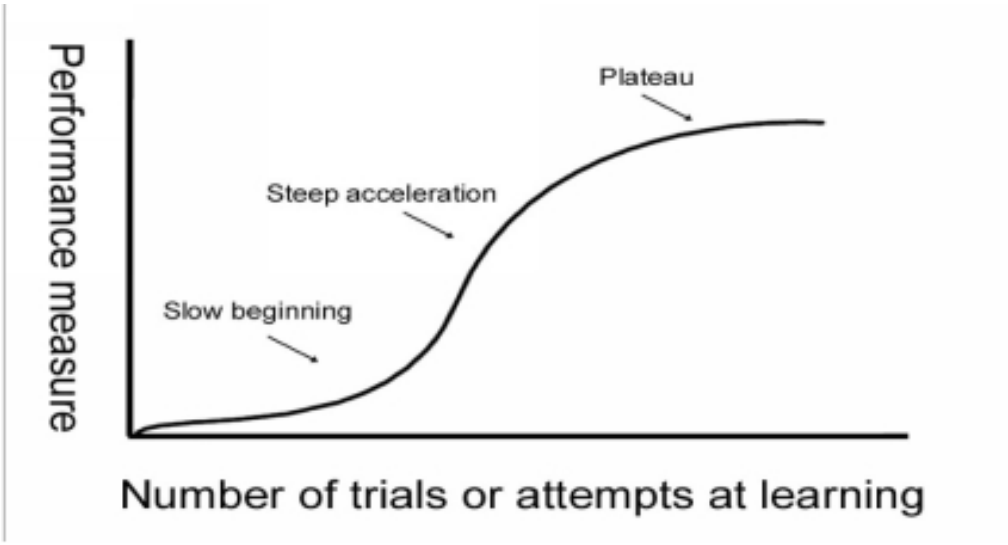
3

Reasons of plateau:

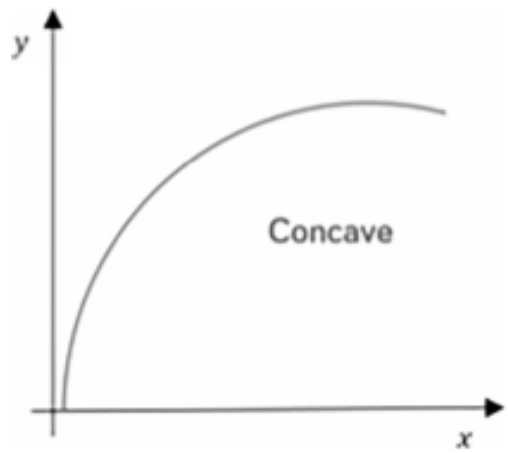


- faulty method of learning,
- physic a l and men ta l fa t igue,
- complexity of a task,
- L ack of mo t ivaion and interest
- unfavorable environment,

Final stage- this is the final stage. Here the learner has reached the maximum limit.

Types of curves

There are three types of learning curves:



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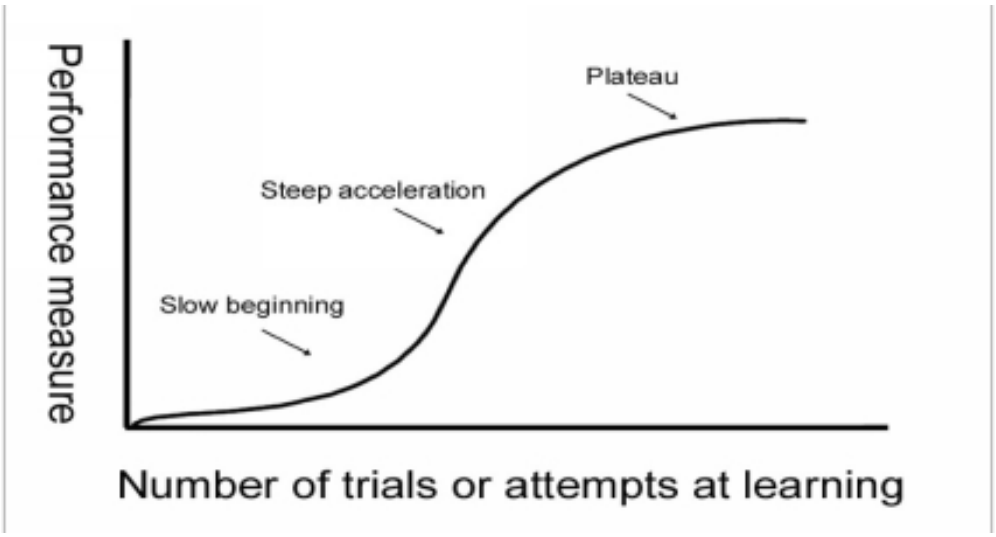
Concave curve

This is also called positively accelerated curve.

Convex curve

This learning curve is also called negatively accelerated curve.

Concave and convex curve



The third curve involves the combination of the first two that is why it is known as C oncave- C onvex Cu r ve.

Al s o, c al l e d as ***S-shaped cu r ve.***

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Birth of Psychology

- Psychology was born at the time of two Greek Philosophers Plato and A r isto t le.
- Etymolo g ic al ly Psycholo g y has two Gr e ek words – Psyche and L ogos.
- Psyche m e ans s o u l and L ogos m e ans study.
- John Lo cke de s c r i be d t he, "Mind of a ch i ld is Tab u la R a s a".

  W oo dwo r t h, " **First Psycho l o g y l ost its s o u l** , t hen it **l ost its** mind, t hen
l ost its con s ciousness. It s til l has b ehaviour of a s o r t."

Schools of Psychology

1. Structuralism

W il helm Wundt(Fa t her of Psycholo g y).

- Es t ablish e d t he first la b orato r y of Psycholo g y at L eipzig, G e r many in 1879.
- Ini t i al ly u se d t he In t ros pect ion Me t h o d.

2. Functionalism

- W il liam James(Fa t her of Ame r ican Psycholo g y).
- Known for his famous bo ok "P r inciples of Psycholo g y" (1890).
- Ma r r y Whiton Cal kins was his student and t he first fem a le President of Ame r ican Psycholo g ic a l As so cia t ion(APA).

3. Psychoanalysis

- Sigmund Freud was the father of Psychoanalysis.
- Thr e e s t ates of mind- Id, Ego, Su p er Ego.
- An a ly se d dr e ams in his “An a lysis of Dr e ams”.
- T al k e d a b out Oe dipus and E l ect ra, Eros and Thanatos.

Defense Mechanism

- D eni a l
- Re g ression
- Supression
- Repression
- Projection
- Sublima t ion
- Displacement
- Humor
- R a t ion a liza t ion
- C om p en s a t ion

4. Behaviourism

"Give me a dozen h ea l t hy infants, we l l-fo r m e d, and my own specified world to b r ing t hem up in and I ' l l guarant e e to ta ke any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors."

- John Broadus Watson, Behaviourism

- J.B Wat s on- Fa t her of B ehaviou r ism.
- He admitted Psychology as a study of stimulus and response.

- He kind of neglected the human genes and only focussed on conditioning or observable behaviour.

5. Gestalt Psychology

- The **assumption** that whole is more than just sum of its parts is the **basic** principle of **gestalt psychology.**

- Fa t her of G es ta l t ism is We r t heimer.

- P e ople as so ciat e d wi t h it are Ko h ler, Koffka, Ku r t Le win.
- Insi g h tfu l Le a r ning

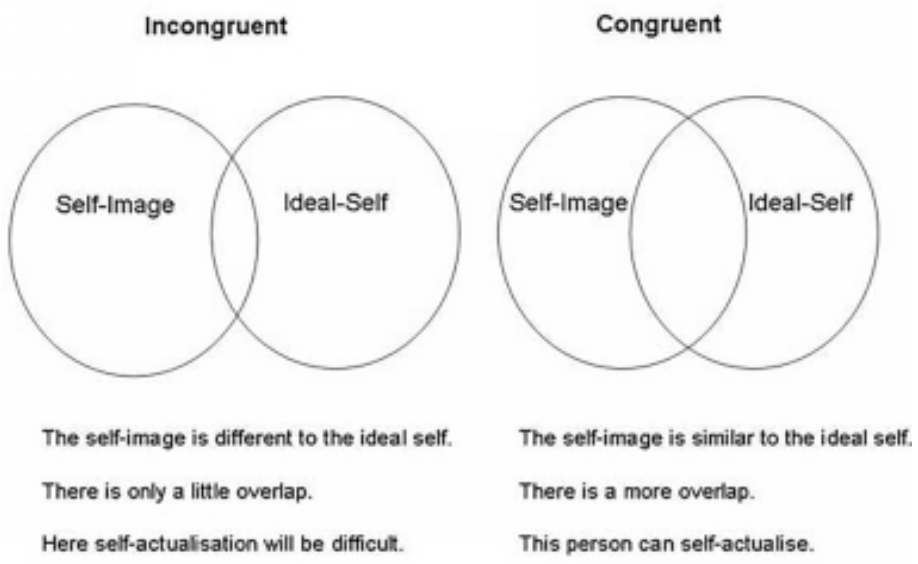
6. Cognitive Psychology

- In 1960, M il ler and Jerome B r uner es t ablish e d co g ni t ive s ch o ol.
- Info r ma t ion Pr o cessing Th e o r y is t he pr o du c t of co g ni t ive psycholo g y.

7. Humanism

- Spi r itu a l fa t her of humanism is Abr a ham Maslow.
- C arl Rogers- Th e o r y of S elf, non-dir ect ive coun s e l ling.
- Humanism is the third force of Psychology.

Carl Rogers



CTET June 2011 Paper-1

1.
"Development is never ending process". This idea is associated with:

(A) Principal of continuity

(B) Principle of integration

(C) Principle of interaction

(D) Principle of interrelation

2.
Four distinct stages of children' s intellectual development are identified by:

(A) Erikson

(B) S kin n er

(C) Piaget

(D) Kohlberg

3.
Parents should play a …… role in the learning process of young children.

A. Proactive

B. S y m p a t h e t ic

C. N e u t r a l

D. N eg a t ive

4.
The ' insight theory of learning ' is promoted by:

A. Pavlov

B. J e an P i a g et

C. Vygotsky

D. Gestalt theorists

5.
Motivation, in the process of learning:

A. Makes learners think unidirectional

B. Creates interest for learning among young children

C. S h a rp e ns t h e m e m o r y of l e a r n e rs

D. Dif f e r e n t i ate n e w l e a r ni ng f rom n e w L e a r ni ng

6. Which of the following is not a sign of an intelligent young child?

A. One who carries on thinking in an abstract manner

B. One who can adjust oneself in a new environment

C. One who has the ability to cram long essays very quickly

D. One who has the ability to communicate fluently and appropriately

7. Which is the place where the child' s ' cognitive' development is defined in the best way?

A. A ud ito r i um

B. Home

C. Playground

D. S c h o ol a n d c l as s r o om e n vi ro n m e nt

8. The stage in which a child begins to think logically about objects and events is known as:

A. Pre-operational stage (2-7 Years)

B. C o n c r e te o p er a t i o n a l s t a ge (7-1 1 y e ar s)

C. S e n s o r i m otor s t a ge (B i r t h-0 2 y e ar s)

D. Formal operational stage (11 years and up)

9. Which of the following is not related to the socio-psychological needs of the child?

A. Regular elimination of waste products from the body

B. Need for company

C. N ee d for appr e ci a t i on or s o ci a l appro v a l

D. N ee d for e m o t i o n a l sec u r i t y

10.

Which of the following will foster creativity among learners?

A. Emphasizing achievement goals from the beginning of school life

B. C o a c hi ng s t ude n t s for g o o d m a r k s i n ex a mi n a t i on

C. T e a c hi ng t h e s t ude n t s t h e p ra ct ic a l v a l u e of g oo d e d uc a t i on

D. Providing opportunities to question and to nurture the innate talents of every learner

11.

'Mind mapping' refers to:

A. Drawing the picture of a mind

B. Re se arc hi ng t h e f u n ct i o ni ng of t h e mi n d

C. A technique to enhance comprehension

D. A plan of action for an adventure

12. "A young child responds to a new situation on the basis of the response made by him/her in a similar situation, as in the past." This is related to:

A. ' L aw of At t it ud e' of l e a r ni ng pr o ce s s

B. ' L aw of R e adi n e s s' of l e a r ni ng

C. ‘ L aw of An a lo g y ’ of l e a r ni ng

D. ‘ L aw of Ef f ec t’ of l e a r ni ng

13. The best way, specially at primary level, to address the learning difficulties of students is to use:

A. E a s y a n d i nt e r e s t i ng t ext b o o ks

B. Sto r y- t e l li ng m e t h o d

C. A variety of teaching methods suited to the disability

D. E x p e n s ive a n d g lo s s y s up p o r t m at e r i a l

14.
Education of children with special needs should be provided:

A. In special schools

B. By special teachers in special schools

C. Al ong w i t h o t h e r n o r m a l c h i ld r en

D. By methods developed for special children in special schools

15.
'Dyslexia' is associated with:

A. R e adi ng d i s or der

B. B eh a vi o ur a l d i s or der

C. M e n ta l d i s or der

D. Ma t h e m a t ic a l d i s or der

16 _____ is not a sign of 'being gifted'.

A. Nov e l t y i n ex pr e s si on

B. C u r ios i t y

C. Creative ideas

D. Fighting with others

17. A student of V- grade with 'visual deficiency, should be:

A. Treated normally in the classroom and provided support through audio CDs

B. Given special treatment in the classroom

C. Excused to do a lower level of work

D. Helped with his/her routine-work by parents and friends

18. Which of the following statements cannot be considered as a feature of the process of learning?

A. L e a r ni ng i s g oa l- o r ie nt e d

B. Unlearning is also a learning process

C. E d uc a t i o n a l i n s t itu t i ons are t h e o n ly p lac e w h e re l e a r ni ng ta k e s p lace

D. L e a r ni ng i s a c ompr eh e n s ive pr o ce s s

19. Learning can be enriched if:

A. T e a c h e rs u s e dif f e r e nt ty p e s of l ec t u r e s a n d ex p l a n a t i on

B. D u e att e n t i on i s p a i d to p e r i o di c t e s t s i n t h e c l as s

C. Sit u a t i ons f rom t h e r ea l wo r l d are bro u g ht i nto t h e c l as s i n w hi ch students interact with each other and the teacher facilitates

D. More a n d m ore t e a c hi ng a i d s are u se d i n t h e C l as s

20. To make assessment a 'useful and interesting' process, one should be careful about

A. U si ng a v a r iet y of w a y s to c o l le t i ng fo r m a t i on a b out t h e student's learning across the scholastic and co scholastic boundaries

B. Using technical language to give feedback

C. Making comparisons between different students

D. L a b e l li ng s t ude n t s a s i nt e l li g e nt or av er a ge L e a r n e rs

21. A teacher, because of his/her democratic nature, allows students to sit all over the class. Some sit together and discuss or do group reading. Some sit quietly and read themselves. A parent does not like it. Which of the following may be the best way to handle the situation?

A. Parents should show trust in the teacher and discuss the problem with the teacher

B. Parents should take away the child form that school

C. Parents should complain against the teacher to the principal

D. Parents should request the principal to change the section of their ward

22. Which of the following should be considered the most important quality of a teacher at primary level?

A. Competence in the method of teaching and knowledge of subjects

B. Competence to teach in highly standardized language

C. Eagerness to teach

D. Patience and perseverance

23 _____ is considered as a sign of motivated teaching.

A. Questioning by students

B. Pin drop silence in the class

C. Maximum attendance in the class

D. Remedial work given by the teacher

24. At lower classes, play-way method of teaching is based on:

A. Psychological principles of development

B. Sociological principles of teaching

C. Theory of physical education programmes

D. Principles of methods of teaching

25. The term 'curriculum' in the field of education refers to:

A. Evaluation process

B. Text-material to be used in the class

C. Methods of teaching and the content to betaught

D. Overall programme of the school which students experience on a day- to-day basis

26. According to Piaget, at which of the following stages does a child begin to think logically about abstract propositions?

A. Sensori - motor stage (Birth – 2 year)

B. Preoperational stage (2 – 7 years)

C. Concrete operational stage (7 – 11 years)

D. Formal operational stage (11 years and above)

27. A teacher should make an attempt to understand the potentialities of his/her students. Which of the following fields is related to this objective?

A. Media – Psychology

B. Educational Psychology

C. Educational Sociology

D. Social Psychology

28. Kritika who does not talk much at home but talks a lot at school. It shows that:

A. She does not like her home at all

B. Her school not get acknowledged at school

C. The school provides opportunities to children to talk a lot

D. Teachers demand that children should talk a lot at school

29. "Children actively construct their understanding of the world" is a statement attributed to:

A. Kohlberg

B. S kin n er

C. Piaget

D. Pavlov

30. In which of the following stages do children become active members of their peer group?

A. Early childhood

B. Childhood

C. Adolescence

D. Adulthood

Hy

Answer

1. (A),	11. (B),	21.	(A),
2. (C),	12. (C),	22.	(D),
3. (A),	13. (C),	23.	(A),
4. (D),	14. (C),	24.	(A),
5. (B),	15. (A),	25.	(D),
6. (C),	16. (D),	26.	(D),
7. (D),	17. (A),	27.	(B),
8. (B),	18. (C),	28.	(B),
9. (A),	19. (C),	29.	(C),
10. (D),	20. (A),	30.	(C).

CTET June 2011 Paper–2

1.

A creative learner refers to one who is

A. Very talented in drawing and painting

B. Highly intelligent

C. Capable of scoring consistently good marks in tests

D. Good at lateral thinking and problem solving

2.

Individual learners differ from each other in

A. Principles of growth and development

B. Rate of development

C. Sequence of development

D. General capacity for development

3.

Every learner is unique means that

A. No two learners are alike in their abilities, interests and talents

B. Learners do not have any common qualities, nor they share common goals

C. A common curriculum for all learners is not possible

D. It is impossible to develop the potential of learners in a heterogeneous class

4.

Constructivism as a theory

A. Focuses on the role of imitation

B. Emphasizes the role of the learners in constructing his own view of the world

C. Emphasizes on memorizing information and testing through recall

D. Emphasizes on the dominant role of the teacher

5.

Development of concepts is primarily a part of

A. E m o t i o n a l d e v e l op m e nt

B. Int e l l ec t u a l d e v e l op m e nt

C. Physical development

D. S o ci a l d e v e l op m e nt

6.

Heredity is considered as a social structure.

A. Primary

B. S e c o n d a r y

C. D y n a mic

D. S t a t ic

7.

The most intense and crucial socialization takes place

A. Throughout the life a person

B. D u r i ng ad o le s ce n ce

C. D u r i ng e a r ly c h i l d h oo d

D. D u r i ng a d u l t h o o d

8.

Helping learners recapitulate or recall what they have already learnt is important because

A. It i s a c onv enie nt b e g inni ng for any c l as s r o om instruction

B. R e l a t i ng n e w in fo r m a t i on to p r i or k n o w l e d ge e n h a n ce s learning

C. It i s an ef f ect ive w ay of r e v i si ng o l d le s s ons

D. It e n h a n ce s t h e m e m o r y of l e a r n e rs t h e r e by strengthenin g learning

9.
According to Piaget, during the first stage of development (birth to about 2 years of age), a child learns best

A. By using senses

B. By comprehending neutral words

C. By thinking in a abstract fashion

D. By applying newly acquired knowledge of language

10. Theory of learning which totally and only depends on 'observable behavior' is associated with theory of learning.

A. Cognitivist

B. Developmental

C. Behaviorist

D. Constructivist

11. Multilingual character of Indian society should be seen as

A. A hindrance in teaching-learning process

B. A resource for enrichment of school life

C. A challenge to teacher's capacity to motivate students to learn

D. A factor that makes school life a complex experience for the learners

12. Creative answers require

A. Direct teaching and direct questions

B. Content-based questions

C. Open-ended questions

D. A highly disciplined classroom

13. Diagnosis of the gaps in the learning of students should be followed by

A. Approp r i ate r e m e di a l m e as u r es

B. Int e n s ive d ril l a n d p ra ct ice

C. S y s t e m a t i c r e v i si on of al l le s s ons

D. Re p o r t i ng t h e fi n di n g s to l e a r n e rs a n d p ar e n ts

14. Which of the following statements cannot be considered as a feature of 'learning'?

A. L e a r ni ng i s a pr o ce s s t h at m e d i t at e s b eh a vi or

B. L e a r ni ng i s s o m e t hi ng t h at o c c u rs a s a r e s u lt of ce r t a i n experiences

C. St u dy of b eh a vi or i s l e a r ni ng

D. Unlearning is also a part of learning

15.

'Self-regulation' of learners refers to

A. Their ability to monitor their own learning

B. Creating regulations for students behavior

C. R u le s a n d r eg u l a t i ons m ad e by t h e s t ude nt bo dy

D. S e lf-d i s c ip li n e a n d c on t rol

16. Which of the following does not reflect 'teaching for understanding'?

A. As k s tude nt s to ex pl ai n a ph e n om e n on or a c on ce pt i n thei r own words

B. T e a ch s t ude n t s to pro vid e ex amp le s to il l us t r ate h ow a la w works

C. Help students see similarities and differences and generate analogies

D. Enable students to memorize isolated facts and procedures

17.

Which of the following statements is true about 'learning'?

A. Errors made by children indicate that no learning has taken place

B. L e ar ni ng i s ef fect ive i n an e nvi ron m e nt t h at i s emotionall y positive and satisfying for the learners

C. L e a r ni ng i s n ot aff ec t e d by e m o t i o n a l fa c tors at any stag e o f learning

D. L e a r ni ng i s f u n d a m e n tal ly a m e n ta l a ct i v i t y

18. Human development is based on certain principles. Which of the following is not a principle of human development?

A. C on t i n u i t y

B. S e q ue n t i a l i t y

C. General to specific

D. Reversible

19. The main purpose of assessment should be

A. To point out the errors of the learners

B. To measure the achievement of learners

C. To decide if a student should be promoted to the next class

D. To diagnose and remedy gaps in learning

20. Centrally sponsored scheme of Integrated Education for disabled children aims at providing educational opportunities with children with disabilities in

A. Regular schools

B. Special schools

C. Open schools

D. Blind Relief Association Schools

21. Which of the following is not a sign of reading difficulty among young learners? Difficulty in

A. Letter and word recognition

B. Reading speed and fluency

C. Understanding words and ideas

D. Spelling consistency

22.

A teacher wants the gifted children of her class to achieve their potential. Which of the following should she not do to achieve her objective?

A. T e a ch t h e m to e n j oy n o n-academi c a ct i v i t ies

B. T e a ch t h e m to m a na ge s t r e s s

C. Segregate them from their peers for special attention

D. Challenge them to enhance their creativity

23. Which of the following is not a characteristic feature of intrinsically motivated children?

A. They always succeed

B. They enjoy doing their work

C. They display a high level of energy while working

D. They like challenging tasks

24. Which of the following is not an appropriate tool for formative assessment?

A. Assignment

B. Oral questions

C. Term test

D. Quiz and games

25. Learners should not be encouraged to

A. Ask as many questions as possible both inside and outside the class

B. Actively interact with other learners in group work

C. Participate in as many co-curricular activities as possible

D. M e m o r iz e al l t h e an s w e rs to q ue s t i ons w h i l e t h e teache r ma y ask

26.

Concept of observational learning was given by……

A. To l m an

B. Bandura

C. Thorndike

D. Kohlar

27.
The statement 'Men are generally more intelligent than women'

A. Is true

B. May be true

C. Shows gender bias

D. Is true for different domains of intelligence

28. Understanding the principles of development of a child helps a teacher in

A. Identifying the social status of the learner

B. Identifying the economic background of the learner

C. Rationalizing why the learner ought to be taught

D. Effectively catering to the different learning styles of learners

29. Christiana took her class for a field trip and after coming back, she discussed the trip with her students. It may be connotated as

A. Assessment of Learning

B. Assessment for Learning

C. Learning for Assessment

D. Learning of Assessment

30. The statement: ' An important precondition for the proper development of a child ensuring her/his healthy physical development'

A. Is untrue as physical development does not affect other domains of development in any way

B. May be incorrect as development varies from individual to individual

C. Is true because physical development occupies the topmost place in the sequence of development

D. Is true because physical development is interrelated with other domains of development

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Hy

Answer

1. (D),	11. (B),	21.	(C),
2. (B),	12. (C),	22.	(C),
3. (A),	13. (A),	23.	(A),
4. (B),	14. (C),	24.	(C),
5. (B),	15. (A),	25.	(D),
6. (D),	16. (D),	26.	(B),
7. (B),	17. (B),	27.	(C),
8. (B),	18. (D),	28.	(D),
9. (A),	19. (D),	29.	(A),
10. (C),	20. (A),	30.	(D).

CTET May 2012 Paper–1

1. Human development is divided into domains such as

A. Psychological, cognitive, emotional and physical

B. Physical, spiritual, cognitive and social

C. Physical, cognitive, emotional and social

D. Emotional, cognitive, spiritual, and socio-psychological

2. Which of the following is a principle of development?

A. It is discontinuous process

B. All processes of development are not inter-connected

C. It does not proceed at the same pace for all

D. Development is always linear

3. Individual attention is important in the teaching-learning process because

A. It offer better opportunities to teachers to discipline each learner

B. Learner always learn better in groups

C. Children develop at different rates and learn differently

D. Teacher training programs prescribe it

4. Human personality is the result of

A. Only environment

B. O n ly h e r e d i t y

C. Upbringing and education

D. Int era ct i on b et w e e n h e r e d i t y a n d e n vi ro n m e nt

5. In the context of education, socialization means

A. A d ap t i ng a n d a dj us t i ng to s o ci a l e n vi ro n m e nt

B. A l w a y s fo l l o wi ng s o ci a l n o r ms

C. C r e a t i ng o n e's o w n so ci a l n o r ms

D. Re s p ect i ng e lde rs i n so ciet y

6. Young learners should be encouraged to interact with peers in the classroom so that

A. They learn social skills in the course of the study

B. T h e t e a c h e r c an c on t rol t h e c l as s r o om b e tt er

C. They can learn answers to questions from each other

D. The syllabus can be covered quickly

7. According to Piaget's stage of cognitive development, the sensori- motor stage is associated with

A. Ab i l i t y to i nt e r pr e t a n d a n a l yz e op t i ons

B. C o n ce r n a b out s o ci a l iss ues

C. I m i t a t i o n , m e m o r y a n d m e n ta l r e pr e s e n t a t i on

D. Ab i l i t y to s olve pr o b le ms i n lo g ic a l f as hi on

8. According to Kohlberg, a teacher can instill moral values in children by

A. Invol vi ng t h e m i n d i sc us si ons on m o r a l iss ues

B. Gi vi ng s tr i c t i n s t r u ct i ons on ' h ow to b eh ave'

C. Giving importance to religious techniques

D. L a yi ng c l e ar r u l e of b eh a vi or

9. Which of the following is a feature of progressive behavior?

A. Frequent tests and examination

B. Flexible time-table and seating arrangement

C. In s t r u ct i on b a se d s o l e ly on pr e s c r i b e d t ext- b o o ks

D. Emphasis on scoring good marks on examination

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10. A teacher makes use of a variety of tasks to cater to the different learning styles of her learners. She is influenced by

A. Vygotsky's socio-cultural theory

B. Piaget's cognitive development theory

C. Kohlberg's moral development theory

D. Gardner's multiple intelligence theory

11. Vygotsky emphasized the significance of the role played by which of the following factors in the learning of children?

A. Physical

B. Social

C. Heredity

D. Moral

12. A school gives preferences to girls while preparing students for a state level solosong competition. This reflects

A. Progressive thinking

B. Gender bias

C. Global trends

D. Pragmatic approach

13. Learners display individual differences. So teacher should

A. Increase number of tests

B. In s is t of uni fo r m p ac e of l e a r ni ng

C. Provide a variety of learning experiences

D. Enforce strict discipline

14. School-based assessment is primarily based on the principle that

A. S c h o o l s are m ore efficie nt t h an ex t e r n a l bo die s of examination

B. Assessment should be very economical

C. Teachers know their learners' capabilities better than external examiners

D. Students should at all costs get high grades

15. Which of the following is an objective question?

A. True or false

B. Essay type question

C. Short answer question

D. Open ended question

16. Inclusive education

A. Includes indoctrination of facts

B. Includes teachers from marginalized groups

C. Celebrates diversity in the classroom

D. Encourages strict admission procedures

17. The emphasis from teaching to learning can be shifted by

A. Adopting frontal teaching

B. Focusing on examination results

C. Adopting child-centered pedagogy

D. Encouraging rote learning

18. When a child with a disability first comes to school, the teacher should

A. Discuss with the child's parents to evolve collaborative plans

B. Conduct an admission test

C. Refer the child to a special school according to the disability

D. Seclude him from other students

19. When a child 'fails', it means

A. The system has failed

B. The child is not fit for studies

C. The child has not memorized the answers properly

D. The child should have taken private tuition

20. The most effective method to teach the concept of germination of seeds is

A. To sh ow p i c t u r e s of see d g ro w t h

B. To g ive de t a i l e d ex p l a n a t i ons

C. To m a ke t h e s t ude n t s p l ant see d s a n d o b s e r ve s t a g e s o f germination

D. To dr aw p i c t u r e s on t h e b la c k- b o ard a n d g ive descriptions

21. When a child gets bored while doing a task, it is a sign that

A. The child is not capable of learning

B. The child needs to be disciplined

C. T h e t as k m ay h ave b e c o m e m e c h a nic al ly r e p e t i t ive

D. The child is not intelligent

22. Which of the following is a domain of learning?

A. Sp i r it u a l

B. Professional

C. E x p e r ie n t i a l

D. A ff ect ive

23. Which of the following is the first step in the scientific method of problem-solving?

A. C o l l ect i on of r e l e v ant d a t a

B. Formulation of hypotheses

C. Verification of hypotheses

D. Problem awareness

24. Errors of learners often indicate

A. Absence of learning

B. Socio-economic status of the learners

C. How they learn

D. The need for mechanical drill

25. A child starts to cry when his grandmother takes him from his mother's lap. The child cries due to

A. Stranger anxiety

B. Separation anxiety

C. Social anxiety

D. Emotional anxiety

26. A teacher uses a text and some pictures of fruits and vegetables and holds a discussion with her students. The students link the details with their previous knowledge and learn the concept of nutrition. This approach is based on

A. Operant conditioning of learning

B. Construction of knowledge

C. Classical conditioning of learning

D. Theory of reinforcement

27. Critical pedagogy firmly believes that

A. The experiences and perceptions of learners are important

B. T h e t e a c h e r sh o u l d a l w a y s l e a d t h e c l as s r o om instruction

C. The learners need not reason independently

D. W h at c h i ld r e n l e a r n out of s c h o ol i s i r r e l e v ant

28. A teacher after preparing a question paper, checks whether the question test specifies testing objectives. He is concerned primarily about the question paper's

A. R e li ab i l i t y

B. V a lid i t y

C. C ont e nt c ov er a ge

D. T y p o lo g y of q ue s t i ons

29. Which of the following is a teacher-related factor affecting learning?

A. Nat u re of t h e c ont e nt or l e a r ni ng ex p e r ie n ces

B. M as t e r y ov e r t h e su b jec t m att er

C. Proper seating arrangement

D. A v a i l ab i l i t y of t e a c hi n g-l e a r ni ng r e s o u r ces

30. A teacher never gives answers to questions herself. She encourages her students to suggest answers, have group discussions and adopt collaborative learning. This approach is based on the principle of

A. R e adi n e s s to l e a r n

B. A ct ive p a r t ic i p a t i on

C. Pro p e r or g a niz a t i on of i n s t r u ct i o n a l m at e r i a l

D. Setting a good example and being a role-model

Hy

Answer

1.	(C),	11.	(B),	21.	(C),
2.	(C),	12.	(B),	22.	(D),
3.	(C),	13.	(C),	23.	(D),
4.	(D),	14.	(C),	24.	(C),
5.	(A),	15.	(A),	25.	(D),
6.	(A),	16.	(C),	26.	(B),
7.	(C),	17.	(C),	27.	(A),
8.	(A),	18.	(A),	28.	(B),
9.	(B),	19.	(A),	29.	(B),
10.	(D),	20.	(C),	30.	(B).

CTET May 2012 Paper–2

1. "Socialization" means

A. Following the social norms strictly

B. Adj us t i ng i n s o ciet y

C. R e vol t i ng a g a i n s t n o r ms

D. Understanding social diversity

2. "Thought not only determines language, but also precedes it" was an idea put forward by

A. J e an P i a g et

B. Kohlberg

C. Vygotsky

D. Pavlov

3. Which of the following statements is correct in relation to 'concept formation' by a child?

A. C o n ce p t s are e m o t i o n al ly or de r e d

B. There is a set pattern of concepts development

C. C o n ce p t s are n ot hier arc hic a l i n n at u re

D. C o n ce p t s are n ot i n d i vi d u a l

4. Which of the following statements is most appropriate in relation to adolescence?

A. I n c r e a s e i n t h e i n cide n c e of e m o t i o n a l up h e a v a l s

B. C ar e f r e e n at u re to w ar d s s t udies

C. Thinking starts reflecting in concrete actions

D. Ab r upt i n c r e a s e i n t h e i nt e l li g e n c e q u o t ie nt

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5. Main characteristic of the 'emotionally motivated children' is their

A. O v e r r e a ct ive n at u re

B. In t rov e r t n at u re

C. B a l a n c e d w ay of pr e s e n t i ng t h ei r vi e w p o i nt

D. M e l a n c h o li c de m e a n or

6. An important characteristic of 'formal operational stage of mental development' is

A. A b s t ra c t t hi n ki ng

B. C o n c r e te t hi n ki ng

C. S o ci a l t hi n ki ng

D. Eg o ce n tr i c b eh a vi or

7. Principle of reinforcement is related to ?

A. Thorndike

B. Kohlberg

C. S kin n er

D. Pavlov

8. The most important factor in the effective teaching process is

A. Punctuality exhibited by teacher and students

B. Mas te r y of t h e c onte nt s by t h e te a ch e r & t i me ly completio n o f the syllabus

C. T e a c h e r – s t ude nt di a logue

D. Effective teaching process

9. The best way to inculcate moral values in children is

A. To g ive m o r a l l ec t u r e s i n t h e m o r ni ng as s e mbly

B. Put across a situation and ask students to take a decision

C. Demonstration of moral values by teachers and elders

D. Teaching students to differentiate between moral and immoral

10. Which of the following factors is a basis for the 'child-centered education'?

A. Individual differences

B. Child rights

C. The Right of Children to Free and Compulsory Education Act, 2009

D. All children are equal in all respects

11. Which of the following is least important in the process of thinking?

A. Reasoning

B. Problem

C. Generalizations

D. Memory

12. The major responsibility of a teacher is to

A. Prepare lesson plans and teach accordingly

B. Organize as many activities as possible

C. Maintain strict discipline

D. Provide learning opportunities as per the different learning styles of students

13. Which of the following is most important in the process of learning?

A. Heredity of child

B. S t y l e of l e a r ni ng

C. Examination- result of the children

D. Economic condition of the child

14. The most appropriate way of explaining the topic "Purification of water" is by

A. Demonstrating the process with the help of a chart

B. Asking the students to make a model of the purification plant

C. Taking students to the plant where the water is purified

D. Reading from the text- book

15. The appropriate logical predicate for the Continuous and Comprehensive Evaluation should be

A. Assessing more than one aspect of learning

B. Maximizing the assessment opportunities

C. Promoting the holistic nature of human personality

D. Increasing the burden on teachers

16. A teacher uses a dice labeled Describe, Predict, Explain, Summarize, Deconstruct and Evaluate. Each time after a topic is completed; the teacher throws the dice and asks students to answer a question based on the location of the dice. The teacher is

A. Conducting formative assessment

B. Provoking thoughts of students

C. Diversifying the thought process of the students

D. Finishing his/her lesson in a style

17. Which characteristic of a teacher is least important in inclusive education?

A. S e n s i t i v i t y to w ar d s c h i ld r en

B. Patience and affection for students

C. Knowledge regarding disabilities of students

D. Socio-economic status of teacher

18 _____ plays a significant role in the development of personality.

A. Heredity

B. E n vi ro n m e nt

C. A blend of heredity and environment

D. N u m b e r of ex a mi n a t i ons

19. Mohit likes to teach children and is preparing hard for the entrance examination for B. Ed. He is motivated.

A. In tr i n sic al ly

B. E x tr i n sic al ly

C. A ct iv e ly

D. Int e l l ec t u al ly

20. "Logical-mathematical intelligence" is associated with

A. Tw o-fa c tor t h e o r y

B. Group factor theory

C. Hierarchical theory

D. M u l t ip l e i nt e l li g e n c e t h e o r y

21. ‘Activity based teaching’ emphasizes

A. Disciplined class

B. Completion of activity in due time

C. Active participation by all the students

D. Taking examination after completion of activity

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22. A teacher took her class on an educational trip to

A. Provide a break from the routine teaching in school

B. Provide opportunity to children for direct observation

C. D o t h e a ct i v i t y s p e cifi e d i n t h e s c h o ol c a le n d ar

D. Provide entertainment to children

23. There are three polio-affected children in a class. During the games-period they should be

A. S e at e d i n a c o r n e r s o t h at t h e s e c h i ld r e n c an e n j oy t h e g a m e

B. Encouraged to take part in the games appropriate for them, with other children

C. A l l ow e d to ta ke p a r t o n ly i n i n d o or g a m es

D. Forced to play with all the students of the class

24. According to Kohlberg, 'children approach thinking about right and wrong'

A. Differently at different stages

B. In the same fashion at different stages

C. As p e r t h e c ont ext

D. As p e r t h e i n s t r u ct i ons g iv e n by t h e p ar e n ts

25. 'Emotional catharsis' means

A. Suppr e s si on of e m o t i ons

B. Feeling highly depressed

C. B r i n g i ng out e m o t i o n a l r e pr e s si on

D. I n c r e a si ng t h e ab i l i t y to to ler ate e m o t i o n a l r e pr e s si on

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26. Presence of identical elements between already learnt skills and new skills results in

A. Negative transfer

B. Positive transfer

C. Generalized transfer

D. Zero transfer

27. A teacher normally assigns different tasks to the students. He/ she believes that

A. Students do not like assigning same work to all the students

B. It promotes constructive competition among students

C. There are individual differences among students

D. The students will not be able to copy each other's work

28 _____ are involved in thinking.

A. Image, language, imagination, proposition

B. Image, imagination, concept, proposition

C. Imagination, language, concept, proposition

D. Image, language, concept, proposition

29. Continuous and Comprehensive Evaluation is

A. Teacher-centered

B. St ude n t-ce nt e r e d

C. A s s e s s m e n t-ce nt e r e d

D. Performance-centered

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30. Which of the following is least important in an inclusive classroom?

A. Lesser stress on competition and grades

B. More co-operative and collaborative activity

C. More choice for students

D. More effort by teacher to "cover" course

Hy

Answer

1.	(B),	11.	(C),	21.	(C),
2.	(A),	12.	(D),	22.	(B),
3.	(B),	13.	(B),	23.	(B),
4.	(A),	14.	(C),	24.	(C),
5.	(C),	15.	(A),	25.	(C),
6.	(A),	16.	(A),	26.	(C),
7.	(C),	17.	(D),	27.	(C),
8.	(D),	18.	(C),	28.	(D),
9.	(C),	19.	(A),	29.	(B),
10.	(A),	20.	(D),	30.	(D).

CTET November 2012 Paper–1

1. Learning disabilities are generally found

A. In specially those children whose parental relatives have such problems

B. In children with average to superior I.Q.

C. More oft e n i n b o y s a s c om p ar e d to g i rl s

D. More ofte n i n ch i ld re n b e l ong i ng to r ur a l are a s a s compare d t o urban areas

2. A child cannot distinguish between 'saw' an 'was', 'nuclear' and 'unclear'. He/she is suffering from

A. D ys m o r p h emi a

B. D y s lexi a

C. Word j u mb li ng d i s or der

D. D y s le x emi a

3. In the Information Processing Model of thinking, the following steps are said to take place:

A. Re s p on s e e x ec u t i on

B. Re s p on s e s e l ect i on

C. Pre-processing

D. C at e go r iz a t i on

The correct sequence of these steps is

A. D, C , B, A

B. C , D, B, A

C. B, D, C , A

D. C , A , D, B

15
2

4. Gifted students are

A. I n de p e n de nt i n t h ei r j ud g m e n ts

B. I n de p e n de nt of t e a c h e rs

C. In t rov e r t i n n at u re

D. No n- as s e r t ive of t h ei r n ee d s

5. Partial reinforcement

A. Is more effective than continuous reinforcement

B. Is less effective than continuous reinforcemen

C. C a n n ot b e app li e d i n a c t u a l c l as s r o oms

D. Wo r k s b e s t i n t r a ini ng a ni m a l s

6. Orthopedically impaired children are likely to have

A. D ys g r ap hi a

B. D y s t h ymi a

C. D y s c a l cu li a

D. D y s lexi a

7. Adolescents may experience

A. Feeling of sanitation about life

B. A nxiet y a n d c o n ce r n a b out t h e m s e lv es

C. Feeling of fear about sins committed in childhood

D. Feeling of self-actualization

8. Which of the following is an example of a fine motor skill?

A. Hopping

B. R unni ng

15

C. W r i t i ng

D. C li mb i ng

9. Vygotsky theory implies

A. C o l l a b o r a t ive pr o b le m s ol vi ng

B. I n d i vi d u a l as si g n m e nt to e a ch s t ude nt

C. A fte r in it i a l ex pl an at i on , d o n ot s upp or t a ch i l d i n s olvi ng diffi cu lt questions

D. C h i l d w il l l e ar n b e s t i n t h e c omp any of ch i ld re n h avi ng IQ le s s e r than his/her

10. Smallest unit of meaning in a language is

A. S y n t ax

B. Mo r p h e me

C. Phoneme

D. Pragmatics

11. A child of 16 years scores 75 in an IQ test; his mental age will be _____ years.

A. 8

B. 14

C. 15

D. 12

12. IQ scores are generally correlated with academic performance.

A. Perfectly

B. Highly

C. M o der at e ly

15

D. L e as t

13. Which of the following optimizes motivation to learn?

A. E x tr i n si c fa c tor

B. Mo t i v a t i on to avo i d f a i l u re

C. T e n de n c y to c h o o s e v e r y e a s y or diffi cu lt

D. Personal satisfaction in meeting targets

14. Theory of multiple intelligences implies the following except

A. Disciplines should be presented in numbers of ways

B. L e a r ni ng c o u l d b e acce s se d t h ro u g h a v a r iet y of m e ans

C. E m o t i o n a l i nt e l li g e n c e i s n ot r e l at e d to IQ

D. Inte l li ge n c e i s a d is t i n c t s e t of pro ce s si ng op er at i ons u se d by an individual to solve problems

15. One of the identical twin brothers is adopted by a socio-economically rich family and the other by a poor family. After one year, which one of the following may be most likely observed about their IQ scores?

A. The boy with rich socio-economic family will score greater than the boy with poor family

B. B o t h of t h e m w il l s c ore e q u al ly

C. The boy with poor family will score greater than the boy with rich socio-economic family

D. Socio-economic level does not affect the IQ score

16. Assessment for learning takes into account the following except

A. L e a r ni ng s t y le s of s t ude n ts

B. S t r e n g t h of s t ude n ts

C. N ee d s of s t ude n ts

D. M is ta k e s of s t ude n ts

17. An empowering school will promote which of the following qualities the most in its teacher?

A. M e m o r y

B. Disciplined nature

C. C om p e t i t ive at t it ude

D. T e n de n c y to ex p e r i m e nt

18. Monika, a math teacher, asks Radhika a question. On not getting any answer from Radhika, she quickly moves on and asks Mohan another question. She rewards her question after realizing that Mohan is struggling to find the answer. This tendency of Monika reflects that she is

A. T r yi ng to put R a d h i k a i n an e m b a r r as si ng s it u a t i on

B. We l l aw are of t h e fa c t t h at R a d h i k a i s n ot c ap abl e of ans we r i ng questions

C. S li g h t ly m ov e s a b out h e r q ue s t i on

D. Sup p o r t i ng g e n de r s t e r e o ty p e of ro le s by f avo r i ng Mo h an

19. The best way to avoid gender discrimination in a school may be

A. M e t aco g n i t i on of t h ei r g e n de r - b i a se d b eh a vi or by t e a c h e rs

B. S e l ect i on of m ore b o y s t h an g i rl s for a m u si c c om p e t i t i on

C. Formation of a rule to shun gender discrimination in the school and enforce it strictly

D. R e c r u i t m e nt of e q u a l n u m b e r of m a l e a n d f e m a l e t e a c h e rs

15
2

20. Which of the following would be most suitable for encouraging deprived children of a regular presence in school?

A. Paying Rs. 5 per day to attract children

B. Opening residential schools

C. Not allowing children to attend school may be made a legally punishable offence

D. A child collector employed by the school, must bring children from homes everyday

21. Successful inclusion requires the following except

A. Capacity building

B. Sensitization

C. Segregation

D. Involvement of parents

22. The up-scaling of performance in the scholastic areas on the basis of performance on co-scholastic areas can be justified as

A. It ensures universal retention

B. It develop respect for manual labor

C. It caters to individual differences

D. It follows the policy of compensatory discrimination for the marginalized students

23.

While selecting material for the portfolio of student's of _____ should be there.

A. E xcl u si o n ; s t ude n ts

B. I n cl u si o n ; o t h e r t e a c h e rs

C. I n cl u si o n ; s t ude n ts

D. I n cl u si o n ; p ar e n ts

15
2

24. Of the following, the greatest advantage of interdisciplinary instruction is that

A. Stude nt s are le s s l i ke ly to d e ve l op a d is l i ke for p ar t i cu l ar topic s of different subjects areas

B. Te a ch e rs are p e r m itte d g re ate r flex i bi l it y i n pl anni ng le s s ons an d activities

C. Stude nt s are g ive n opp or tun it ie s to ge n er a liz e an d apply n ew ly l e ar n e d k n ow l e d ge i n mu lt ipl e c ontexts

D. Te a ch e rs are le s s l i ke ly to fe e l ove r w he l m e d by t h e mu lt iplic it y of topics needed to be addressed in a traditional curriculum

25. A teacher can make problem- solving fun for students by doing all the following except

A. Giving time for free play

B. Providing endless opportunities for creative thinking

C. E x pect i ng p e r fect i on f rom t h e s tude nt s w h i l e t h e y are t r yi ng to do things by themselves

D. Pro vidi ng o p e n e n d e d m at e r i a l

26. Learners who demonstrate an earnest desire for increased knowledge and academic competence are said to have a

A. M as t e r y o r ie n t a t i on

B. Performance- approach orientation

C. Performance- avoidance orientation

D. Wo r k - avo id a n c e o r ie n t a t i on

27. In order to instill a positive environment in a primary class, a teacher should

A. W is h e a ch c h i l d i n t h e m o r ni ng

B. Not d i s c r imi n ate an d s e t t h e s am e goa l for e ve r y ch i l d C . A l l ow t h em to make groups on their own on the basis of sociometry during group activities

D. Nar r ate s tor ie s w it h p os it ive e n di ngs

28. Which would be the first theme to start with a nursery class?

A. N ei g h b o rh oo d

B. S c h o ol

C. Family

D. B e s t f r ie n d

29. Which of the following is true in relation to errors made by children?

A. Errors can be corrected by children themselves, therefore a teacher should not immediately correct them

B. If a te a ch e r i s n ot abl e to c or rec t al l e r rors i n t h e cl as s ro om it i n dic ates that the system of teacher education has failed

C. A teacher should not notice every error otherwise syllabus will not be covered

D. C or rect i ng e ve r y e r ror wou l d ta ke to o mu ch t i m e an d b e t i re s om e for a teacher

30. Which of the following characteristic is the hallmark of the problem-solving approach?

A. There is an implicit hint given in the problem statement

B. The problem is original

C. There is usually one approach for getting the right answer

D. The problem is based on only one principle/topic

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0

Hy

Answer

1. (A),	11. (D),	21.	(C),
2. (B),	12. (B),	22.	(C),
3. (B),	13. (D),	23.	(C),
4. (A),	14. (C),	24.	(C),
5. (A),	15. (D),	25.	(C),
6. (A),	16. (D),	26.	(A),
7. (B),	17. (D),	27.	(B),
8. (C),	18. (D),	28.	(C),
9. (A),	19. (A),	29.	(A),
10. (B),	20. (B),	30.	(A).

CTET November 2012 Paper–2

1. Child-centered education was advocated by which of the following thinkers?

A. B. F. S kin n er

B. Jo h n d e w e y

C. Eric Erikson

D. C h a r le s D a r win

2. While teaching a single parent-child, a teacher should

A. Tr e at s u ch a c h i l d dif f e r e n t ly

B. A s si g n le s s e r h o m e as si g n m e n t s to s u ch a c h i ld

C. Provide stable and consistent environment

D. O v e r l o ok t h i s fa c t a n d t r e at s u ch a c h i l d at p e r w i t h o t h e r c h i ld r en

3. Acceleration with reference to gifted children means

A. A cc e ler a t i ng t h e t r an s a ct i on of s c h o l as t i c a ct i v i t ies

B. Speeding up the transaction of co-scholastic activities

C. Promoting such students to next higher grade by skipping the present grade

D. A cc e ler a t i ng t h e pr o ce s s of as s e s s m e nt

4. Which of the following is the most appropriate activity for gifted students?

A. S olve e x e r c i s e g iv e n at t h e e n d of five c h apt e rs at o n e go

B. T e a ch t h ei r c l as s on t e a c h e rs d ay

C. W r ite a r e p o r t on a s c h o ol m atch r e ce n t ly he ld

D. W r ite a o r i g i n a l p l ay on g iv e n c o n ce p ts

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5. Which one of the following could be an end stage of a child possessing bodily-kinesthetic intelligence?

A. Orator

B. Political leader

C. S u rg e on

D. Poet

6. Gifted students

A. A re g e n er al ly ph ysic al ly w ea k a n d n ot g o o d at s o ci a l i nt era ct i ons

B. Generally do not like their teachers

C. R ea liz e t h ei r ful l p ot e n t i a l w i t h out any he lp

D. Perform exceptionally well in any field important to human beings

7. Knowledge of _____ will be most significant for a teacher dealing with a class comprising students of mixed age groups

A. C u lt ur a l b a c k g ro u n d

B. De v e l op m e n ta l s t a g es

C. O c c u p a t i on of t h ei r p ar e n ts

D. Socio-economic background

8. Classroom after the implementation of RTE Act 2009 are

A. Ag e-w i s e m ore h o m o g e n e o u s

B. Ag e-w i s e m ore h e t e r o g e n e o u s

C. Unaffected, as RTE does not affect the average age of a class in a school

D. Gender-wise more homogeneous

9. Systematic presentation of concepts may be related with which of the following principles of development?

A. St ude n t s d e v e l op at dif f e r e nt r at es

B. Development is relatively ordered

C. Development leads to growth

D. Development proceeds from heteronomy to autonomy

10. Scaffolding in the context of learning theories refers to

A. Simulation teaching

B. Recapitulation of previous learning

C. Temporary support in learning by adults

D. Ascertaining the cause of mistakes done by students

11. The sentence 'Madam drives a bicycle' is

A. Correct syntactically but semantically incorrect

B. Correct semantically but syntactically incorrect

C. Semantically as well as syntactically correct

D. Semantically as well as syntactically incorrect

12. Classification of students in different groups on the basis of their IQ tends to _____ their self-esteem and academic performance.

A. Increase; decrease

B. Increase; increase

C. De c r e a s e ; d e c r e a s e

D. De c r e a s e ; ha s n o ef f ec t on

13. Raven's progressive matrices are examples of test.

A. V er ba l IQ

B. C u lt u re f r e e IQ

C. No n- Group IQ

D. Personality

14. The news of ‘ a woman selling her child to obtain food’may be understood best on the basis of

A. Psychoanalytical theory

B. Theory of hierarchical needs

C. Psychosocial theory

D. Theory of reinforced contingencies

15. The word ‘Comprehensive’ in the scheme of CCE is supported by following, except

A. Theory of multiple intelligence

B. Theory of information processing

C. J. P Guilford theory of structure of intellect

D. L. L. Thurstone’s theory of primary mental abilities

16. Assessment ____ learning influences learning by reinforcing the _____ between assessment and instruction.

A. For; connections

B. For; difference

C. Of; difference

D. Of; variance

17. In science practical, boy generally takes control of apparatus and asks girls to record data or wash utensils. This tendency reflects that

A. Girls being delicate prefer such less energy consuming tasks

B. Girls are excellent observers and record data

C. Ste re oty pi ng of ma scu li n e an d femini n e role s ta ke s plac e i n s ch o ol s also

D. Boys can handle equipments more efficiently as they are naturally endowed for doing such things

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18. How teachers and students gender in the classroom, it _____ the learning environment.

A. Int e r pr et ; d o e s n ot aff ec t

B. C on s t r u c t ; i m p a c ts

C. A d ap t ; p e r t urbs

D. D efi n e ; v i t i at es

19. The word 'Compulsory' in the 'Right to Free and Compulsory Education 2009' means

A. Pare nt s are c ompu l s or y forc e d to s e n d t h ei r ch i ld re n to s ch o ol to avoid punitive action

B. C omp u l s o r y e d uc a t i on w il l b e i m p a r t e d t h ro u g h c on t i n u o u s t e s t i ng

C. C e nt r a l G ove r n m e nt w il l e ns u re adm is si on , atte n d an c e and completion of elementary education

D. Appropr i ate gove r n m e nt s w il l e ns u re adm is si on , atte n d an c e and completion of elementary education

20. Which of the following principles is not involved in lesson planning?

A. C l a r i t y of o b ject iv es

B. Knowledge of teaching

C. Ri g id i t y of p l a nni ng

D. Knowledge of pupils

21. What does self-regulation of learners mean?

A. S e lf-d i s c ip li n e a n d c on t rol

B. Ab i l i t y to m o n itor t h ei r o w n l e a r ni ng

C. R u le s a n d r eg u l a t i ons m ad e by t h e s t ude nt bo dy

D. Creating regulations for students behavior

22. The 'Lab schools' advocated by John Dewey were examples of

A. Factory schools

B. Progressive schools

C. Public schools

D. C o m m on s c h o o l s

23. Group project activity as prescribed by CBSE is a powerful means

A. Of facilitating social participation

B. Of alleviating the burden of teachers

C. Of relieving the stress caused due to routine teaching

D. To pro m ote t h e c o n ce pt of un i t y I d iv e r s i t y

24. For intrinsically motivated students

A. R e w ar d s are n ot at al l r e q ui r e d

B. E x t e r n a l r e w ar d s are n ot e n o u g h to k e e p him/ h e r m o t i v at e d

C. The level of motivation is lower than an extrinsically motivated student

D. T h e re i s n o n ee d for fo r m a l e d uc a t i on

25. Achievement motivation is

A. The tendency to persist at challenging tasks

B. The tendency to avoid failure

C. W il li n g n e s s to acce pt s ucce s s a n d f a i l u re e q u al ly

D. T e n de n c y to a c t i mp u l s iv e ly

26. Ideal 'Waiting time' for getting response from students should be proportional to

A. T i m e al l ott e d to s p e cifi c top i c i n t h e c u rr i cu l um

B. Difficulty level of the question

C. Ti m e ta ke n by t h e s tude nt s for ans we r i ng que s t i ons f rom pre vi ou s lessons

D. R e l e v a n c e of t h e q ue s t i on i n t h e r ea l li fe

27. Suppose you are the chairperson of a Board of School Education, how would you plan to improve the overall quality of education in the schools under your jurisdiction? This type of question is an example of

A. Higher order convergent

B. Higher order divergent

C. L ow e r or de r c onv e rg e nt

D. L ow e r or de r d iv e rg e nt

28. Which one of the following is the best technique of teaching at the primary stage?

A. Game teaching

B. Practical training

C. S e lf-l e a r ni ng

D. B la ck b o ard a n d c h al k t r a ini ng

29. Children in primary schools follow which of the following stages as proposed by Lawrence Kohlberg?

a. O b e die n c e a n d p un is h m e nt o r ie n t a t i on

b. I n d i vi d u a l i s m a n d e xc h ange

c. Good interpersonal relations

d. S o ci a l c on t ra c t a n d i n d i vi d u a l r i g h ts

A. a and d

B. a and c

17
0

C. b and a

D. b and d

30. the following are features of anecdotal record, except

A. it is an accurate description of events

B. it describes personal development or social interactions of a child

C. it is a factual report with enough detail

D. it is subjective evidence of behavior and therefore does not provide feedback for scholastic area

Hy

Answer

1.	(B),	11.	(B),	21.	(A),
2.	(D),	12.	(C),	22.	(B),
3.	(C),	13.	(B),	23.	(A),
4.	(D),	14.	(B),	24.	(B),
5.	(C),	15.	(B),	25.	(A),
6.	(D),	16.	(A),	26.	(B),
7.	(B),	17.	(C),	27.	(B),
8.	(C),	18.	(D),	28.	(B),
9.	(D),	19.	(D),	29.	(B),
10.	(C),	20.	(C),	30.	(D).

CTET July 2013 Paper–1

1. The following three aspects of intelligence are dealt by Sternberg's triarchic theory except

A. C om p o n e n t i a l

B. S o ci a l

C. E x p e r i m e n ta l

D. C ont ex t u a l

2. Howard Gardner's theory of multiple intelligences emphasizes

A. General intelligence

B. C o m m on ab i l i t ie s r e q ui r e d i n s c h o ol

C. The unique abilities of each individual

D. C o n d i t i o ni ng s k il l s i n s t ude n ts

3. The sound th, ph, ch are

A. Mo r p h e m e

B. Grapheme

C. L e x e m e

D. Phoneme

4. In order to avoid gender stereotyping in class, a teacher should

A. T r y to put b o t h b o y s a n d g i rl s i n n on t rad i t i o n a l ro les

B. Appr e ci ate s t ude nt's g oo d wo r k by s a yi ng 'g o o d g i r l' or 'g oo d b o y '

C. Discouraging girl from taking part in wrestling

D. Encourage boys to take risk and be bold

5. School should cater to individual differences to

A. Na r row t h e g ap b et w e e n i n d i vi d u a l s t ude n ts

B. Ev e n out ab i l i t ie s a n d p e r fo r m a n c e of s t ude n ts

C. Make individual students feel exclusive

D. Understand why students are able or unable to learn

6. What kind of support can a school provide to address the individual differences in students?

A. Follow a child-centered curriculum and provide multiple learning opportunities

B. Apply every possible measure to remove the individual differences in students

C. Refers low learners to special schools

D. Follow same level of curriculum for all students

7. CCE emphasizes

A. Continuous testing on a comprehensive scale to ensure learning

B. How learning can be observed, recorded and improved upon

C. Fine-tuning of tests with the teaching

D. Redundancy of the board examination

8. School Based Assessment

A. Dilute the accountability of Boards of Education

B. Hinders achieving Universal National Standards

C. Help all students learn more through diagnosis

D. Makes students and teachers non serious and usual

9. “Reading of Learning” refers to

A. General ability level of students

B. Present cognitive level of students in the learningcontinuum

C. Satisfying nature of the act of learning

D. T h o r n d i ke’s l aw of r e adi n e s s

17
5

10. A teacher has some physically challenged children in her class. Which of the following would be appropriate for her to say?

A. Wh e e l- ch ai re d b ou n d ch i ld re n m ay ta ke he lp of t h ei r p e e rs i n goi ng to hall

B. Physically inconvenienced children may do an alternate activity in the cl as s ro om

C. Mo h an w hy d on't you u s e yo u r c r utc h e s to go to t h e p l a y g ro u n d

D. Polio affected children will now present ass song

11. Learning disabilities may occur due to all of the following except

A. C e r e b r a l d ys f u n ct i on

B. E m o t i o n a l d is t ur b a n ce

C. B eh a vi o r a l d is t ur b a n ce

D. C u lt ur a l fa c tors

12. An inclusive school

A. C omm itte d to i mprove t h e l e ar ni ng outc om e s of al l s tude nts irrespective of their capabilities

B. Differentiate between students and sets less challenging achievement targets for specially abled students

C. C omm itte d p ar t i cu l ar ly to i mprove t h e l e ar ni ng outc om e s of s p e ci al ly abled students

D. Decides learning needs of the students according to their disability

13. Gifted students

A. Needs support not ordinarily provided by the school

B. Can manage their studies without a teacher

C. Can be good models for other students

D. Cannot be learning disabled

14. Giftedness is due to

A. Genetic makeup

B. E n vi ro n m e n ta l m o t i v a t i on

C. C omb i n a t i on of A a n d B

D. Psychosocial factors

15. Which of the following is appropriate for the environmental conducive to thinking and learning in children?

A. Passive listening for long periods of time

B. Home assignments given frequently

C. I n d i vi d u a l t as k s d o n e by t h e l e a r n e rs

D. A l l owi ng s tude nt s to ta ke s om e d e c i si ons ab out w h at to l e ar n an d h ow to learn

16. Learning disability in motor skills is called

A. D y s p raxi a

B. D y s c a l cu li a

C. D y s lexi a

D. D y s p ha si a

17. Learning disability

A. Is a stable state

B. Is a variable state

C. N ee d n ot i m p a i r f u n ct i o ni ng

D. D o e s n ot i mprove w i t h approp r i ate i nput

18. The following are the steps in the process of problem solving except

A. I de n t ific a t i on of a pr o b lem

B. Br ea ki ng d o w n t h e pr o b le m i nto s m al le r p a r ts

C. E x p l ore p o s s i b l e s t r at e g ies

D. A n t ic i p ate out c o m es

19. A teacher should

A.

Tre at e r rors c omm itte d by s tude nt s a s blu n de rs an d ta ke s e r i ou s n ote of each error

B. Measure success as the number of times students avoid making mistakes

C. Not c o r r ec t s t ude n t s w h i l e t h e y are t r yi ng to c o m m unic ate id e a s

D) Focus more on lecturing and provide a foundation for knowledge

20. Seema is desperate to score A+ grade in an examination. As she enters the examination hall and the examination begins, she becomes extremely nervous. Her feet go cold, her heart starts pounding and she is unable to answer properly. The primary reason for this is that

A. She may not be very confident about her preparation

B. She may be thinking excessively about the result of the examination

C. Invi gi l ator te a ch e r on dut y m ay b e h e r cl as s te a ch e r an d sh e i s of ve r y strict nature

D. She may not be able to deal with sudden emotional outburst

21. Which of the following cognitive verbs are used to analyze the information given?

A. I de n t i t y

B. Differentiate

C. C l as si f y

D. D e s c r i b e

17
5

22. Rajesh is a voracious reader. Apart from studying his course books, he often goes to library and read diverse topics. Rajesh does his project even in the lunch break. He does not need prompting by his teachers or parents to study for tests and seems to truly enjoy learning. He can be best described as an

A. Fact-centered learner

B. Teacher-centered learner

C. Assessment-centered learner

D. Intrinsically motivated learner

23. Children in pre-primary get satisfaction from being allowed to discover. They become distressed, when they are discouraged. They do so due to their motivation to

A. Reduce their ignorance

B. Affiliate with the class

C. Create disorder in the class

D. Exercise their power

24. Understanding human growth and development enables a teacher to

A. Gain control of learners' emotions while teaching

B. Be clear about teaching diverse learners

C. Tell students how they can improve their lives

D. Practice her teaching in an unbiased way

25. Which one of the following is true?

A. De v e l op m e nt a n d l e a r ni ng are u n aff ec t e d by s o cio-cu lt ur a l c ont exts

B. St ude n t s l e a r n o n ly i n a ce r t a i n w ay

C. Play is significant for cognition and social competence

D. Questioning by teacher constrains cognitive development

26. Which one of the following is true about the role of heredity and environment in the development of a child?

A. The relative contributions of peers and genes are not additive

B. Heredity and environment do not operate together

C. Propensity is related to environment while actual development requires heredity

D. Both heredity and environment contribute 50% each in the development of a child

27. Socialization is

A. Rapport between teacher and taught

B. Process of modernization of society

C. Adaptation of social norms

D. Change in social norms

28. A PT teacher wants her students to improve fielding in the game of cricket. Which one of the following strategies will best help his students achieve that goal?

A. Tell students how important it is for them to learn to field

B. Explain the logic behind good fielding and rate of success

C. D e m on s t r ate fi e ldi ng w h i l e s t ude n t s o b s e r ve

D. Give students a lot of practice in fielding

18

29. A teacher wishes to help her students to appreciate multiple views of a situation. She provides her students multiple opportunities to debate in this situation in different groups. According to Vygotsky's perspective, her students will ___ various view and develop multiple perspectives of the situation on their own

A. Int e r n a lize

B. C on s t r u c t

C. O p er a t i o n lize

D. R a t i o n a lize

30. Sita has learned to eat rice and dal with her hand. When she is given dal and rice, she mixes rice and dal and starts eating. She has _____ eating rice and dal into her scheme for doing things.

A. A cc o m m o d at e d

B. A s sim i l at e d

C. Approp r i at e d

D. I n i t i at e d

Hy

Answer

1. (B),	11. (D),	21.	(B),
2. (C),	12. (A),	22.	(D),
3. (D),	13. (A),	23.	(A),
4. (A),	14. (C),	24.	(B),
5. (D),	15. (D),	25.	(C),
6. (A),	16. (A),	26.	(A),
7. (B),	17. (B),	27.	(C),
8. (C),	18. (B),	28.	(D),
9. (B),	19. (C),	29.	(A),
10. (C),	20. (D),	30.	(B).

CTET July 2013 Paper–2

1. Which one of the following is a critique of theory of multiple intelligences?

A. Mu lt ipl e i nte l li ge n c e are on ly t h e ‘ta le nt s’ pre s e nt i n i nte l li ge n c e a s a whole

B. M u l t ip l e i nt e l li g e n c e pro vide s s t ude n t s to d i s c ov e r t h ei r op p o r t un i t ies

C. It ov e r e mp ha size s p ra ct ic a l i nt e l li g e n ce

D. It c a n n ot b e s up p o r t e d by e mp i r ic a l e vide n c e at al l

2. Which one of the following pair is least likely to be a correct match

A. C h i ld re n e nte r i n – C h omsk y t h e wor l d w it h ce r t ai n k n ow l e d ge about language

B. L an gu a ge a n d – V y go t sk y t h o u g ht are in i t i al ly t wo dif f e r e nt a ct i v i t ies

C. L an gu a ge i s – P i a g e t c on t i ng e nt on t h o u g ht

D. L an gu a ge i s a – B. F. S kin n e r s t i m u l i i n e n vi ro n m e nt

3. Feature assigned due to social roles and not due to biological endowment are called

A. Gender role attitudes

B. Gender role strain

C. Gender-role stereotype

D. Gender-role diagnosticity

4. Which of the following will be most appropriate to maximize learning?

A. Te a ch e r sh ou l d ide nt i f y h e r co g n it ive s t y l e a s we l l a s h e r student's cognitive style

B. In d ivi du a l dif fe re n ce s i n s tude nt s sh ou l d b e s m o ot h e n e d by p ai r i ng similar students

C. Te a ch e r sh ou l d fo c u s on on ly on e l e ar ni ng s t y l e to br i ng opt i mu m result

D. Stude nt s of sim i l ar cu ltur a l b a ck g rou n d sh ou l d b e ke pt i n t h e s am e class to avoid difference in opinion

5. All of the following promote assessment as learning except

A. T e l li ng s t ude n t s to ta ke i nt e r n a l f ee d b a ck

B. Generating a safe environment for students to take chances

C. T e l l s t ude n t s to r efl ec t i n t h e top i c t a u g ht

D. T e s t i ng s t ude n t s a s f r e q ue n t ly a s p o s s i b le

6. When a cook taste a food during cooking it may be a kin to

A. A s s e s s m e nt of l e a r ni ng

B. A s s e s s m e nt for l e a r ni ng

C. A s s e s s m e nt a s l e a r ni ng

D. A s s e s s m e nt a n d l e a r ni ng

7. Differentiated instruction is

A. Using a variety of groupings to meet students needs

B. D o i ng s o m e t hi ng dif f e r e nt for e v e r y s t ude n t s i n t h e c l as s

C. D i s or de r ly or u n d i s c ip li n e d s t ude nt a ct i v i t y

D. Using groups that never change

8. In a culturally and linguistically diverse classroom, before deciding whether a student comes under special education category, a teacher should

A. Not i nvolve p ar e n t s a s p ar e n t s h ave t h ei r o w n wo r k

B. E v a l u ate s t ude n t s on h er/h i s m o t h e r l an gu a ge to e s t ab l is h d i s ab i l i t y

C. S e g r eg ate t h e c h i l d to n e u t r a liz e e n vi ro n m e n ta l fa c tors

D. Use specified psychologists

9. Learning disabilities may occur due to all of the following except

A. T e a c h e r w ay of t e a c hi ng

B. Prenatal use of alcohol

C. M e n ta l r e t ar d a t i on

D. M eni n g i t i s d u r i ng inf a n c y

10. An inclusive school reflects on all the following questions except

A. D o we b e li e ve t h at al l s t ude n t s c an l e a r n

B. D o, we wor k i n te ams to pl an an d d e l ive r l e ar ni ng e n abli ng environment

C. D o we prop e r ly s e g reg ate s p e ci a l ch i ld re n f rom n or m a l to provide better care

D. D o we ad opt s t r at e g ie s c at e r i ng for t h e d iv e r s e n ee d s of s t ude n ts

11. Gifted students are

A. C onv e rg e nt t hi n k e rs

B. D iv e rg e nt t hi n k e rs

C. E x t rov e r t

D. Very difficult working

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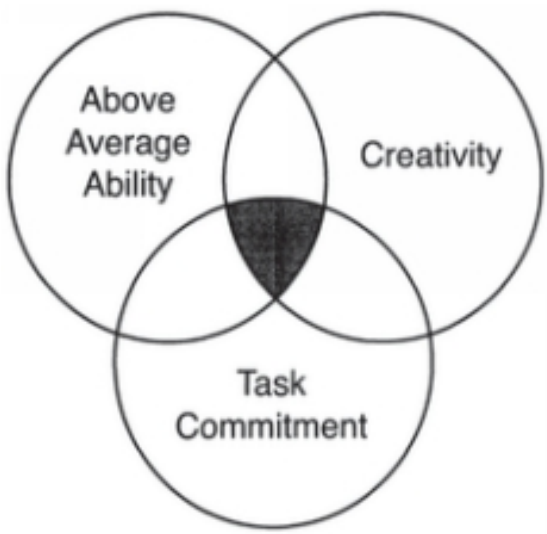
12. The shaded area represents students in a normal distribution who fall



A. At σ = 0

B. Between 2σ–3σ

C. After 3 σ

D. Between σ – 2 σ

13. Which one of the following pair would be most appropriate choice to compute the following sentence?
Children ____
faster when they are involved in the activities that seems to be _____.

A. Forget ; useful in a classroom

B. Recall ; linked with their classwork only

C. Memorize ; culturally neutral

D. Learn ; useful in real life

14. CBSE prescribed group activities for students in place of activities for individual students. The idea behind doing so could be

A. To ove rc om e t h e n eg at ive e m ot i on a l re s p ons e to i n d ivi du a l competition which may generalize across learning

B. To m a ke it e a s y for te a ch e rs to o b s e r ve g roup s i ns te a d of i n d ivi du a l students

C. To r at i on a liz e t h e t i m e av ai l abl e w it h s ch o ol s m o s t of w hi ch d o n ot have enough time for individual activities

D. To r e d uc e t h e in f r as t r u c t ur a l co s t of t h e a ct i v i t y

15. The conclusion that 'Children can learn violent behavior depicted in movies' may be derived on the basis of the following psychologist?

A. E d w ard L . T h o r n d i ke

B. J. B. Wa t s on

C. A l b e r t B a n d ura

D. J e an P i a g et

16. Students observe fashion and try to imitate models. This kind of imitation may be called

A. Primary simulation

B. S e c o n d a r y si m u l a t i on

C. S o ci a l l e a r ni ng

D. Generalization

17. If students repeatedly make errors during a lesson, a teacher should

A. Make changes in instruction, tasks, timetable or seating arrangements

B. L e ave t h e le s s on for t h e t i m e b ei ng a n d c o m e b a ck to aft e r s o m e t i m es

C. I de n t i f y t h e e rr i ng s t ude n t s a n d tal k to p r i n c i pa l a b out t h e m

D. M a ke e rr i ng s t ude n t s s t a n d ou tsid e t h e c l as s r o om

18. Following are some techniques to manage anxiety due to an approaching examination, except

A. Familiarizing with the pattern of question paper

B. Thinking too much about the result

C. Seeking support

D, E mpha sizi ng s t re ng t hs

19. Bloom's taxonomy is a hierarchical organization of _.

A. Ac hi e v e m e nt g oa l s

B. C u rr i cu l ar d e c l a r a t i ons

C. R e adi ng s k il l s

D. C o g n i t ive o b ject iv es

20. A, B and C, are three students studying English. 'A' finds it interesting and thinks it will be helpful for her in future. 'B' studies English as she wants to secure first rank in the class. 'C' studies it as she is primarily concerned to secure passing grades. The goals of A, B and C respectively are

A. M as t e r y, p e r fo r m a n c e, p e r fo r m a n c e avo id a n ce

B. Performance, performance avoidance, mastery

C. Performance avoidance, mastery, performance

D. M as t e r y, p e r fo r m a n c e avo id a n c e, p e r fo r m a n ce

21. Even though this was clearly in violation of his safety needs, Captain Vikarm Batra died fighting in the Kargilwar while protecting his country. He might have

A. S o u g ht n ov e l ex p e r ie n ce

B. Achieved self-actualization

C. Ignored his belonging ness need

D. Wanted to earn a good name to his family

22. Extinction of a response is more difficult following

A. Partial reinforcement

B. Continuous reinforcement

C. Punishment

D. Verbal reproach

23. Mastery orientation can be encouraged by

A. Focusing on students' individual effort

B. Comparing students' successes with each other

C. Assigning lot of practice material as home assignments

D. Taking unexpected tests

24. Which one of the following is correctly matched?

A. Physical – environment development

B. Cognitive – maturation development

C. Social – environment development

D. Moral – maturation development

25. All the following facts indicate that a child is emotionally and socially fit in a class, except

A. Develop good relationships with peers

B. Concentrate on and persist with challenging tasks

C. Manage both anger and joy effectively

D. Concentrate persistently on competition with peers

26. Which of the following statements support role of environment in the development of a child?

A. Some students quickly process information while others in the same class do not

B. Th e re ha s b e e n a s te a dy i n c re a s e i n s tude nt s' aver a ge p e r for m an c e on IQ tests in last few decades

C. C or re l at i on b et we e n IQs of ide nt ic a l twi ns r ai se d i n dif fe re nt h om e s is as high as 0.75

D. P h ysic al ly fit c h i ld r e n are oft e n fo u n d to b e m o r al ly g ood

27. Socialization includes cultural transmission and

A. Discourages rebellion

B. De v e l op m e nt of i n d i vi d u a l p e r s o n a l i t y

C. Fits children into labels

D. Provide emotional support

28. A teacher shows two identical glasses filled with equal amount of juice in them. She empties them in two different glasses one of which is taller and the other one is wider. She asks her class to identify which glass would have more juice in it. Students reply that the taller glass has more juice. Her students have difficulty in dealing with

A. A cc o m m o d a t i on

B. Eg o ce n tr i sm

C. De ce n tr i ng

D. R e v e r s i b i l i t y

29. Karnail Singh does not pay income tax despite legal procedures and expenses. He thinks that he cannot support a corrupt government which expends million of rupees in building unnecessary dams. He is probably in which state of Kohlberg's stages of moral development

A. C onv e n t i o n a l

B. Post conventional

C. Pre conventional

D. Para conventional

30. Intelligence theory incorporates the mental processes involved in intelligence (i.e. metacomponents) and the varied forms of that intelligence can take (i.e. creative intelligence)

A. S p e a r m an's 'g' fa c tor

B. St e r n b e rg's tr i arc hi c t h e o r y of i nt e l li g e n ce

C. Savant theory of intelligence

D. Savant theory of motivation

Hy

Answer

1.	(A),	11.	(B),	21.	(B),
2.	(D),	12.	(C),	22.	(A),
3.	(C),	13.	(D),	23.	(A),
4.	(A),	14.	(A),	24.	(C),
5.	(D),	15.	(C),	25.	(D),
6.	(B),	16.	(C),	26.	(B),
7.	(A),	17.	(A),	27.	(B),
8.	(B),	18.	(B),	28.	(C),
9.	(A),	19.	(D),	29.	(B),
10.	(C),	20.	(A),	30.	(B).

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1. In the perspective model of education as implemented by CBSE, socialization of children is done in such a way so as to expect them to

A. Give up time- consuming social habits and learn how to score good grades

B. Be an active participant in the group work and learn social skills

C. Prepare themselves to conform to the rules and regulations of society without questioning

D. Acce pt w h at t h e y are offe re d by t h e s ch o ol i r re s p ect ive of their social background

2. Which one of the following is based in Vygotsy's socio-cultural theory?

A. O p er ant c o n d i t i o ni ng

B. R e c ipr o c a l t e a c hi ng

C. C u lt u r e - n e u t r a l co g n i t ive d e v e l op m e nt

D. In si g ht l e a r ni ng

3. A teacher says to her class, "As individual assignment is designed to help individual students more effectively, all students should complete assignment prescribed without any assistance. She is referring to which of the following stages of Kohlberg's moral development?

A. C onv e n t i o n a l s t a ge 4 - l aw a n d or der

B. Post-conventional stage 5- social contract

C. Pre-conventional stage 1- punishment avoidance

D. Pre-conventional stage 2- individualism and exchange

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4. Fourteen year old Devika is attempting to develop a sense of herself as a separate, selfgoverning individual. She is developing

A. Hatred for rule

B. Auto n omy

C. T e e na ge a r r og a n ce

D. Mat u r i t y

5. In context of progressive education which of the following statement is true according to John Dewey?

A. T h e re sh o u l d n ot b e a p lac e for de m o cra c y i n a c l as s r o om

B. St ude nt sh o u l d b e ab l e to s olve s o ci a l pr o b le m t h e m s e lv e s

C. Cu r ios it y d o es , n ot b e l ong to t h e i n h e re nt n atu re of s tude nt s r at h e r it is to be cultivated

D. St ude n t s sh o u l d b e o b s e r v e d a n d n ot h e ard i n t h e c l as s r o om

6. A disorder to language comprehension is

A. Ap raxi a

B. D y s lexi a

C. A s p ee c hxi a

D. Ap ha si a

7. Following are the critical views about the 'Theory of Multiple Intelligence', except

A. It i s n ot r e se arch b a se d

B. Different intelligences demand different methods for different students

C. Gifted students usually excel in a single domain

D. It la ck of e mp i r ic a l s up p o r t

8. ‘Theory of Multiple Intelligence’ cannot be legitimized as it

A. Is not possible to measure different intelligences as there are no specific tests

B. D o e s n ot p lac e e q u a l i m p o r t a n c e on al l se v e n i nt e l li g e n ces

C. Is b a se d on ly on s ou n d e mpi r ic a l s tudie s d on e by Abr a h am Mas l ow throughout his life

D. Is n ot c om p a t i b l e w i t h g e n er a l i nt e l li g e n c e ‘g’, w hi ch i s m o s t i m p o r t ant

9. The individual differences of students in a classroom are

A. D i s a d v an t a g e d a s t e a c h e r n ee d to c on t rol a d iv e r s e c l as s r o om

B. D e tr i m e nt a s t h e y l e a d to s t ude n ts - s t ude nt

C. In ex pe die nt a s t h e y re duc e t h e s p ee d of t h e c u rr i cu lu m t r ans a ct i on to the level of the slowest student

D. Adv ant a ge ou s a s t h e y l e a d te a ch e r to ex pl ore a wide r po ol of co g n it ive structures

10. School- based assessment was introduced to

A. De ce n t r a liz e t h e p ow e r of B o ar d s of s c h o ol

B. Ensure the holistic development of all the students

C. Mot iv ate te a ch e rs to pu n cti li ous ly re c ord al l t h e a ct iv it ie s of t h e students for better interpretation of their Progress

D. Encouraging schools to excel by co-meeting with the other schools in their area

11. Which one of the following is not related to other options?

A. Organizing question-answer sessions

B. T a ki ng f ee d b a ck f rom s t ude n t s on a top ic

C. C o n d u ct i ng q uiz

D. Modeling the skills of self- assessment

12. Which of the following questions is correctly matched with its specified domain?

A. C ou l d you g roup you r s tude nt s on t h e b a s i s of t h ei r a chi e ve m e nt in Mat h e m at ics ? : Ev a lu at i ng

B. Wh at w a s t h e tu r ni ng p oi nt i n t h e c r i cke t m atch te l e c as te d l as t ni g ht: creativity

C. W r ite d o w n a n e w r e c i p e to c o ok c hi ck e n by u si ng h erbs : app lic a t i on

D. D e te r mi n e w hi ch of t h e g iven , m e as u re wou l d m o s t l i ke ly l e a d to achieve best results: analyzing

13. Which one of the following is the most effective way toconvey students from disadvantaged sections that youexpect them to participate and succeed?

A. A r t i cu l ate yo u r c o nfide n c e i n t h ei r ab i l i t y to s ucc ee d

B. De v e l op yo u r o w n i nt e r e s t i n t h e top ic s to b e t a u g ht

C. C omp are t h e m w it h ot h e r ch i ld re n a s f re que nt ly a s p o s s i bl e to m a ke t h e m rea liz e' t h ei r goa l

D. Emphasize the point that you have high expectation of them

14. Following are the examples of developmental disorder except

A. Au t i sm

B. C e r e b r a l pa l sy

C. Post-traumatic stress

D. Att e n t i on defic it h y p era ct i v i t y d i s or der

15. Multiple pedagogical techniques assorted learning material, multiple assessment techniques and varying the complexity and nature of the context are associated with which of the following?

A. Universal design for learning

B. Re m e di a l t e a c hi ng

C. Differentiated instruction

D. R e c ipr o c a l t e a c hi ng

16. Which of the following is true about gifted learners?

A. They make everyone else smarter and are essential for collaborative learning

B. They always lead others and assume extra responsibility in the cl as s ro om

C. They may achieve lower grades due to their heightened sensitivity

17. Inclusion in schools primarily focuses on

A. Making subtle provisions for special category children B. Fulfilling the needs of children with disabilities

C. Meeting the need of the disabled child at the expense of entire class

D. I n cl udi ng t h e e d uc a t i o n a l n ee d s of il l us t r ate p ar e n t s i n s c h o o l s

18. The cause of learned helplessness in children is their

A. A c q ui r e d b eh a vi or t h at t h e y w il l n ot s ucc ee d

B. C al l o u s at t it ud e to w ar d s c l as s r o om a ct i v i t ies

C. No n-c omp li a n c e w i t h ex pect a t i ons of t h ei r p ar e n ts

D. Mo r a l d e c i si on for n ot ta ki ng up s t udie s s e r i o us ly

19. If a student is consistently getting lower grades in school, her parents can be advised to help her by

A. Wo r ki ng i n c lo s e as so ci a t i on w i t h t e a c h er

B. Wi t h h o ldi ng mo b i l e p h o n es , m o vies , c o mic s a n d ex t r a t i m e for p l ay

C. Nar r at i ng h e r t h e h ards h ip s of li fe for t h o s e w

h o d o n ot p o s s e ss proper education

D. Forcing her to work harder at home

20. Which of the following does not determine problem solving?

A. In si g ht

B. M e n ta l s et

C. E n t r e n c h m e nt

D. Fixation

21. A teacher is connecting a text to the previously learnt text and showing children how to summarize it. She is

A. Helping children to develop their own strategy to comprehend it

B. In si n u a t i ng t h at t h e re i s n o n ee d to go t h ro u g h t h e e n t i re t ext

C. Rein for ci ng t h e i m p o r t a n c e of t ex t f rom t h e as s e s s m e nt p o i nt of vi e w

D. Encouraging children to mug it up as effectively as possible

22. What kind of error is common between a learner who is learning his mother tongue and the learner who learns the same language as a second language?

A. O v e rg e n er a liz a t i on

B. S i mp lific a t i on

C. De v e l op m e nt

D. Hypercorrection

23. The stress affects performance in examinations. This fact reflects which of the following relationships?

A. C o g n i t i on – e m o t i on

B. S t r e s s – o m is si on

C. Performance – anxiety

D. C o g n i t i on – c omp le t i on

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24. A teacher is trying to counsel a child who is not performing well following is most appropriate about counseling in schools?

A. It i s a b out pal li a t ive m e as u re for m a ki ng p e op l e c o m fo r t ab le

B. It bu i l d s e lf - c onfide n c e of p e opl e by le tt i ng t h e m ex pl ore t h ei r ow n thoughts

C. It i s ab out g ivi ng t h e b e s t p o s s i bl e a dvic e to s tude nt s ab out t h ei r f utu re career options

D. It c an b e d o n e o n ly by t h e prof e s si o n a l ex p e r ts

25. Which of the following would encourage the least a student who wants to become a highly creative theater artist?

A. T r y to wi n s t ate l e v e l c om p e t i t i on t h at w il l e n s u re you s c h o l ar s h ip

B. De ve l op e mp at h e t ic , amic abl e an d s upp or t ive re l at i ons h ip s w it h your peer theater artists

C. De vote yo u r t i m e to t h o s e t h e a tr ic a l s k il l s t h at you fi n d m o s t e n j o y ab le

D. R e a d ab out t h e p e r for m an c e of t h e wor l d's b e s t t h e ate r ar t is t s an d tr y to learn

26. Which of the following theorists would be the opinion that students study hard for their personal growth and development?

A. Bandura

B. M as l ow

C. S kin n er

D. Piaget

27. Which of the following factors supports learning in a classroom?

A. I n c r e a si ng t h e n u m b e r of t e s t s to m o t i v ate c h i ld r e n to l e a rn

B. Sup p o r t i ng t h e auto n omy of c h i ld r e n by t h e t e a c h e rs

C. St i cki ng to on e p ar t i cu l ar m e t h o d of i ns t r u ct i on to m ai nt ain uniformity

D. I n c r e a si ng t h e t i m e i nt e r v a l of p e r i o d f rom 4 0 mi nute to 5 0 mi nut es

28. Mature students

A. Believe that emotion has no place in their studies

B. Re s olve e a s i ly al l t h ei r c o nfli c t s w i t h t h ei r i nt e l l ec t

C. S o m e t i m e s n ee d e m o t i o n a l s up p o r t i n t h ei r s t udies

D. D o n ot g e t u p s e t by s t udie s i n diffi cu lt s it u a t i ons

29. A child coming to pre-school for the first time cries profusely. After two years when the same child goes to the primary school for the first time, he does not express his tension by crying rather his shoulder and neck muscle become tense. This change in his behavior can be explained on the basis of the following principles?

A. De v e l op m e nt pr o c ee d s i n a se q ue n t i a l m a n n er

B. De v e l op m e nt i s g ra d u a l

C. De v e l op m e nt i s dif f e r e nt i n dif f e r e nt pe op le

D. De v e l op m e nt i s c h a ra c t e r iz e d by dif f e r e n t i a t i on a n d i nt e g r a t i on

30. Which of the following statement is true?

A. Genetic makeup impacts responsiveness of an individual to qualities of the environment

B. A d op t ive c h i ld r e n p o s s e s s s a m e IQ a s t h ei r ad op t ive S i b li n gs

C. E x p e r ie n c e d o e s n ot inf l ue n c e b r a i n d e v e l op m e nt

D. Int e l li g e n c e r e m a i ns u n aff ec t e d by t h e s c h o o li ng

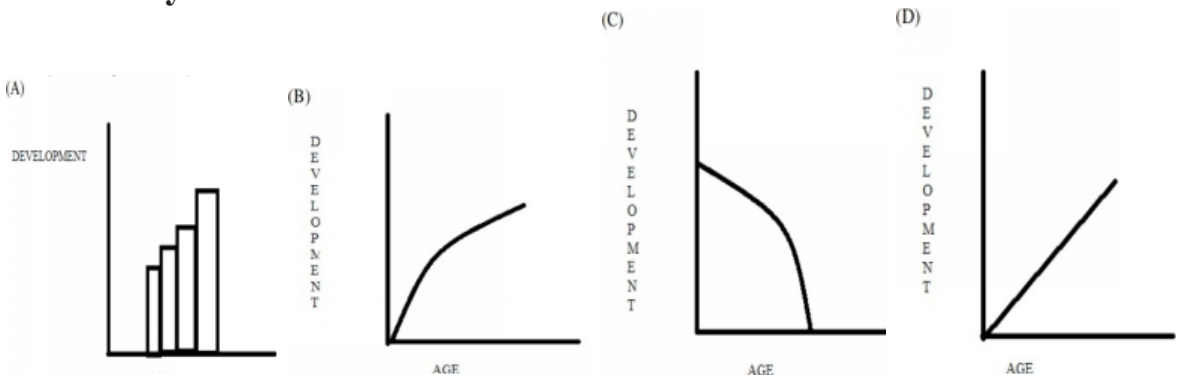
Hy

Answer

1.	(B),	11.	(D),	21.	(A),
2.	(B),	12.	(D),	22.	(C),
3.	(A),	13.	(A),	23.	(A),
4.	(B),	14.	(C),	24.	(B),
5.	(B),	15.	(C),	25.	(A),
6.	(D),	16.	(C),	26.	(B),
7.	(C),	17.	(A),	27.	(B),
8.	(A),	18.	(A),	28.	(C),
9.	(D),	19.	(A),	29.	(D),
10.	(B),	20.	(A),	30.	(A).

CTET February 2014 Paper–2

1. Which of the following figures correctly represents the development according to Piaget's developmental Theory?



2. A teacher found that a student is facing difficulty in drawing a square. He/she assumes that this student would also find it difficult to draw a diamond. He/she applies which of the following principles to arrive at his/her assumption?

A. De v e l op m e nt t e nd s to fo l l ow an or de r ly se q ue n ce

B. De v e l op m e nt i s sa lu t ato r y

C. De v e l op m e nt i s g ra d u a l

D. De v e l op m e nt i s dif f e r e nt for dif f e r e nt pe op le

3. Which of the following statements is true regarding the role of heredity and environment in human development?

A. The role of environment is almost fixed, whereas the impact heredity can be altered

B. The theories based on the behaviorism are largely based on the role of nature in human development

C. The relative effects of heredity and environment vary indifferent areas of development

D. The policy of compensatory discrimination of the Government of India is based on the role of nature in human development

4. In the context of socialization, school often have a hidden curriculum which consists of

A. Forcible learning, thinking and behaving in particular ways by imitating peers and teachers

B. Th e in for m a l c ue s ab out s o ci a l role s pre s e nte d i n s ch o ol s t h rou g h i ntera ct i on an d m ate r i a l s

C. Ne got i at i ng an d res is t i ng s o ci a liz at i on of s tude nt s t h rou g h t h eir families

D. T e a c hi ng a n d as s e s s m e nt of v a l ue s a n d at t it udes

5. Which of the following implications cannot be derived from Piaget's theory of cognitive development?

A. S e n s i t i v i t y to c h i ld r e n's r e adi n e s s to l e a r n

B. A cce p t a n c e of i n d i vi d u a l dif f e r e n ces

C. Discovery learning

D. N ee d of v er ba l t e a c hi ng

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9

6. Which of the following is a characteristic of Kohlberg's stages of moral development?

A. Variable sequence of stages

B. S t a g e s are i s o l at e s r e s p on s e a n d n ot g e n er a l p att e r n

C. Universal sequences of stages across all cultures

D. S t a g e s pr o c ee d i n a n o n-hier arc hi c m a n n er

7. Teachers and students draw on one another's expertise while working on complex projects related to real-world problems in _____ classroom.

A. T rad i t i o n a l

B. C on s t r u ct i v ist

C. T e a c h e r -ce n tr ic

D. S o ci a l-c on s t r u ct i v is t

8. In the context of progressive education, the term 'equal educational opportunity' implies that all students should

A. R e ce ive e qu a l e duc at i on i r re s p ect ive of t h ei r c as te, c ree d, c ol or, religion and region

B. Be allowed to prove their capability after receiving an equal education

C. Be provided an education by using the same methods and materials without any distinction

D. Be provided an education which is most appropriate to them and their future life at work

9. In the context of language development, which of the following areas was underestimated by Piaget?

A. Heredity

B. S o ci a l i nt era ct i on

C. Egocentric speech

D. Active construction by the child

10. The students of class V make too much of noise in Math class. The probable reason for this could be

A. That the teaching methodology of the teacher is not well

B. That the student of that class do not like the subject

C. That the student of that class do not pay attention

D. That the student of that class do not like that teacher

11. Which of the following observations supports Howard Gardner's theory of multiple intelligences?

A. Damage to one part of the brain affects only a particular ability sparing students

B. Intelligence is an interaction of analytical, creative and practical intelligences

C. Different intelligences are hierarchical in nature

D. Teacher should follow one specific theory of educational innovation at the time of designing instruction

12. Which of the following statements is true about ability and ability grouping?

A. Students learn better in homogeneous groups

B. For smooth and effective teaching class should be homogeneous

C. C h i ld r e n are i nto ler ant a n d d o n ot acce pt dif f e r e n ces

D. T e a c h e r m ay u s e m u l ti l e v e l t e a c hi ng to c at e r to dif f e r e nt ab i l i t y g rou ps

13. Which of the following statement is true?

A. The formative assessment can sometimes be, summative assessment and vice versa

21
1

B. The summative assessment implies that assessment is a continuous and integral part of learning

C. The major objective of the formative assessment is to grade the achievement of the students

D. The formative assessment summarizes the development of learners during a time interval

14. A teacher asks his/her students to draw a concept map to reflect their comprehension of a topic. He/she is

A. Jogging the memory of the students

B. Conducting formative assessment

C. Testing the ability of the students to summarize the main points

D. Typing to develop rubrics to evaluate the achievement of the students

15. Which of the following represents the domain's 'evaluating' in the Bloom's revised taxonomy?

A. Creating a graph or chart using the data

B. Judging the logical consistency of a solution

C. Evaluating the pertinence of the data provided

D. Formulating a new way for categorizing objects

16. Teachers must believe in which of the following values in the context of dealing with disadvantaged learners

A. P e r s o n a l acc o u n t ab i l i t y for s t ude nt's s ucce s s

B. High expectations of appropriate behavior

C. For immediate compliance of students, use of being shocked and angry

D. No de m a nd s of any s o r t on t h e s t ude nt

21
1

17. Stuttering problems in students can be dealt by applying which of the following methods?

A. Dictated speech

B. Prolonged speech

C. Pragmatic speech

D. Protracted speech

18. In the context of learning-disabled children, providing immediate connections, stressing collaboration and leveraging non- learning technologies such as instant messaging, intelligent search and content management are associated with which of the following design?

A. Embedded learning

B. Int e r v e n t i o n a l l e a r ni ng

C. Re ply to r e m e di a t i on

D. Universal design for learning

19. An inclusive classroom is that where

A. As s e s s m e nt s are re p e ate d til l t h e t i m e e ve r y l e ar n e r a chi e ves minimum grades

B. Te a ch e rs te a ch f rom on ly pre s c r i b e d bo ok s to le s s e n t h e bu rde n of t h e students

C. There is an active involvement of children in solving as many problems as possible

D. Te a ch e rs c re ate d ive rs e an d m e ani ngfu l l e ar ni ng ex p e r ie n ce s for e ve r y learner

20. Which of the following is an appropriate assignment for a gifted student?

A. Many more exercises of the same type in comparison to other students

B. As ki ng him/ h e r to tutor t h e p e e rs to ch an ne liz e t h e e n e rg y an d ke ep him/her busy

C. Create a prototype of a new science book based on different scheme

D. L e tt i ng him/ h e r fin is h t h e text bo ok on him/ h e r ow n b e fore t h e e nt i re class

21. Many measures have been taken at institutional level to check the dropout cases in the schools run by government agencies. Which of the following is an institutional reason for children dropping out of these school?

A. There is a lack of infrastructure, such as blackboard

B. Te a ch e rs are n ot h avi ng appropr i ate qu a lific at i ons an d are p ai d le s s er salaries

C. Te a ch e rs h ave n ot se e n s e ns it iz e d ab out t h e n ee d of t re at i ng ch i ld ren well

D. There is no alternative curriculum for children who rejects the c ompu l s or y c u rr i cu lu m offe re d

22. Learning disabilities are

A. O b ject ive fa c t s a n d cu lt u re ha s n o ro l e i n de t e r mini n g t h e m

B. S y n on y m o u s to D y s lexi a

C. A l s o pr e s e nt i n c h i ld r e n w i t h av er a ge or a b ove av er a ge IQ

D. Not im mu t ab l e i r r e s p ect ive of t i m e a n d n at u re of i nt e r v e n t i ons

23. Problem solving is more likely to succeed in schools where

A. A flexible curriculum is in place

B. Homogeneous groups of students are present in the classes

C. The emphasis is only on higher order academic achievement

D. T e a c h e r -ce n tr i c p e d a g o g y i s i n ef f ec t

24. Cognitive apprenticeships and instructional conversations

A. C o n ce ive l e a r ni ng a s a so ci a l a ct i v i t y

B. A re b a se d on app lic a t i on of i n d u ct ive r e a s o ni ng

C. E mp ha siz e on sy s t e m a t i c or g a niz a t i on of t ex t u a l m at e r i a l

D. Highlight the need of practice training to achieve efficiency

25. Which of the following should be a right way for a teacher who intends to correct errors of his/her students?

A. He/she must correct every error of his/her students even if it require late sitting in the school

B. He/she should correct less frequent errors more oftenthan high- frequent and generality errors

C. He/she should correct errors that interfere with the general meaning and understand ability

D. He/she should not correct errors if it irritates children

26. The following skills are involved in emotional intelligence, except

A. A w ar e n e s s of e m o t i ons

B. Ma na g e m e nt of e m o t i ons

C. Criticism of emotions

D. A mic ab l e r e l a t i on w i t h c l as s f e l l o ws

27. While appearing in an assessment, Devika finds her arousal as energizing, whereas Rajesh finds his arousal as discouraging. Their emotional experiences are most likely to differ with respect to

A. The duration of time

B. The extremity of emotion

21

C. The level of adaptation

D. The intensity of thought

28. The Government of India has started Midday Meal Scheme for the elementary schools. Which of the following theories of motivation supports this scheme?

A. B eh a vi o r is t

B. S o cio- cu lt ur a l

C. C o g n i t ive

D. Humanistic

29. Attaching importance to the home setting of students for understanding children's behavior and using this information for building effective pedagogy is related to which of the following theories of learning?

A. B eh a vi o r is t

B. E c o lo g ic a l

C. C on s t r u ct i v is t

D. S o ci a l c on s t r u ct i v is t

30. Which of the following may be the best way to deal with an inattentive child in the classroom?

A. Na g t h e ch i l d a s f re que nt ly i n f ront of t h e cl as s to m a ke him/ h er realize

B. Make the child sit in the most distractionreduced area

C. A l l ow t h e ch i l d to s t an d w h i l e wor ki ng s o a s to e n abl e t h e ch i l d to focus attention

D. Provide the child frequent breaks to refresh his/her attention

21

Hy

Answer

1.	(A),	11.	(A),	21.	(A),
2.	(A),	12.	(D),	22.	(A),
3.	(C),	13.	(D),	23.	(D),
4.	(B),	14.	(B),	24.	(A),
5.	(B),	15.	(B),	25.	(C),
6.	(C),	16.	(A),	26.	(C),
7.	(D),	17.	(B),	27.	(B),
8.	(D),	18.	(B),	28.	(D),
9.	(B),	19.	(D),	29.	(C),
10.	(A),	20.	(C),	30.	(B).

CTET September 2014 Paper–1

1. Cognitive development is supported by

A. C o n d u ct i ng r e l e v ant a n d w e l l - desi g n e d t e s t s a s frequentl y a s possible

B. Presenting activities that reinforce traditional methods

C. Providing a rich and varied environment

D. Focusing more on individual activities in comparison to collaboration

2. Human development is

A. Quantitative

B. Qualitative

C. I m m e as ur ab l e to a ce r t a i n ex t e nt

D. B o t h q u an t i t a t ive a n d q u a l i t a t ive

3. The nature- nurture debate refers to

A. Genetics and environment

B. B eh a vi or a n d e n vi ro n m e nt

C. E n vi ro n m e nt a n d b i o lo g y

D. E n vi ro n m e nt a n d u p b r i n g i ng

4. Which of the following is a positive agency of socialization?

A. Health club

B. Family

C. E c o cl u b

D. Public library

5. In Vygotsky's theory, which aspect of development gets neglected?

A. S o ci a l

B. C u lt ur a l

C. B i o lo g ic a l

D. L i n gu is t ic

6. Which of the following stages are involved when infants "THINK' with their eyes, ears and hands?

A. C o n c r e te o p er a t i o n a l s t a ge

B. Pre-operational stage

C. S e n s o r y m otor s t a ge

D. Fo r m a l o p er a t i o n a l s t a ge

7. Ria does not agree with Rishabh about setting up a class picnic. She thinks that the rules can be revised to suit the majority. This kind of peer disagreement according to Piaget refers to

A. Heteronomous normality

B. C o g n i t ive im m at u r i t y

C. R e a ct i on

D. Mo r a l i t y of c o o p er a t i on

8. Which one of the following is a form of Sternberg's Triarchic Theory of Intelligence?

A. Practical intelligence

B. E x p e r i m e n ta l i nt e l li g e n ce

C. Re s o u r ce fu l i nt e l li g e n ce

D. Ma t h e m a t ic a l i nt e l li g e n ce

9. Who developed the first intelligence test?

A. D a vi d W e ch s ler

B. Al f r e d B i n et

C. C h a r le s E d w ard S p e a r m an

D. R o b e r t St e r n b e rg

22
1

10. Phonological awareness refers to the ability to

A. Reflect and manipulate the sound structure

B. Speak fluently and accurately

C. Know, understand and write

D. Masters the rules of the grammar

11. Gender discrimination in a classroom

A. Does not affect the performance of the students

B. May lead to diminished effort or performance of the students

C. May lead to enhanced effort or performance of the male students

D. Is done more by the male teachers than their female counterpart

12. Which one of the following is an example of learning style?

A. Visual

B. Accrual

C. Factual

D. Tactual

13. A teacher collects and reads the work of the class, then plans and adjusts the next lesson to meet student needs. He/she is doing

A. Assessment of learning

B. Assessment for learning

C. A s s e s s m e nt a s l e a r ni ng

D. A s s e s s m e nt at l e a r ni ng

14. Teachers who work under school based assessment

A. A re ove r bu rde n e d a s t h e y n ee d to ta ke f re que nt te s t s i n add it i on to Monday tests

B. Need to assign project work in each subject to individual students

C. Observe students minutely on a daily basis to assess their values and attitudes

D. Feel a sense of ownership for the system

15. "How do grades differ from marks?" this question belongs to which of the following classes of questions?

A. Divergent

B. Analytic

C. Open-ended

D. Problem solving

16. Girls students

A. Learn questioning on Mathematics will but face difficulty only when they are asked to reason them out

B. Are as good in Mathematics as boys of their age

C. Perform less competently in spatial concepts than boys of their age

D. Possess more linguistic and musical abilities

17. Difficulty in recalling sequence of letters in words and frequent loss of visual memory is associated with

A. Dyslexia

B. Dyscalculia

C. D ys g r ap hi a

D. D y s p raxi a

18. ‘Education-of-all in schools-for-all’ could be a tagline for which of the following?

A. C o h es ive e d uc a t i on

B. Inclusive education

C. Cooperative education

D. Exclusive education

19. Fluency, elaboration, originality and flexibility are the factors associated with

A. Giftedness

B. Talent

C. Divergent thinking

D. Acceleration

20. Gifted students may be asked to spend more time on questions dealing with

A. Remembering

B. Understanding

C. Creating

D. Analysis

21. Learning disabilities in Mathematics can be assessed most appropriately by which of the following tests?

A. Aptitude test

B. Diagnostic test

C. Screening test

D. Achievement test

22. Concept maps are most likely to increase understanding of new concepts by

A. T r an s f e rr i ng k n o w l e d ge b et w e e n c ont e nt ar e a s

B. Focusing attention on specific detail

22
1

C. Prioritizing academic content for study

D. I n c r e a si ng ab i l i t y to or g a niz e in fo r m a t i on lo g ic al ly

23. According to the theory of social learning of Albert Bandura which one of the following is true?

A. Play is essential and should be given priority in school

B. Modeling is a principle way for children to learn

C. A n un r e s olv e d c r i s i s c an h a r m a c h i ld

D. C o g n i t ive d e v e l op m e nt i s i n de p e n de nt of

24. Deductive reasoning involves

A. R e a s o ni ng f rom g e n er a l to p a r t i cu l ar

B. R e a s o ni ng f rom p a r t i cu l ar to g e n er a l

C. A ct ive c on s t r u ct i on a n d r e c on s t r u ct i on of k n o w l e d ge

D. Methods including inquiry learning and heuristics

25. When children learn a concept and use it, practice helps in reducing the errors committed by them. This idea is given by

A. E. L. Thorndike

B. J e an P i a g et

C. J. B. Wa t s on

D. L e v V y go t sk y

26. Which of the following skill is associated with emotional intelligence?

A. M e m o r izi ng

B. Motor pr o ce s si ng

C. Envisaging

D. E m p a t hizi ng

22
1

27. The inner force that stimulates and compels a behavioral response and provides specific direction tom that response is

A. Mo t ive

B. Perseverance

C. E m o t i on

D. C o mm i t m e nt

28. Which term is often interchangeably used with the term motivation?

A. I n ce n t ive

B. E m o t i on

C. N ee d

D. In s p ir a t i on

29 _____ motives deal with the need to reach satisfying feeling states and to obtain personal goals.

A. Effective

B. A ff ect ive

C. Preservation- oriented

D. Safety- oriented

30. Which one of the following is a factor that affects learning positively?

A. Fear of failure

B. C om p e t i t i on w i t h p e e rs

C. M e a ni n gfu l as s o ci a t i on

D. Pressure from parents

Hy

Answer

1.	(C),	11.	(B),	21.	(B),
2.	(D),	12.	(A),	22.	(D),
3.	(A),	13.	(B),	23.	(B),
4.	(D),	14.	(D),	24.	(A),
5.	(C),	15.	(B),	25.	(A),
6.	(C)	16.	(B),	26.	(D),
7.	(D),	17.	(A),	27.	(A),
8.	(A),	18.	(B),	28.	(C),
9.	(B),	19.	(A),	29.	(B),
10.	(A),	20.	(C),	30.	(C).

CTET September 2014 Paper–2

1. Development of teaching demands teachers to

A. Be strict disciplinary as children experiment quite frequently

B. Adapt instructional strategies based on the knowledge of developmental factors

C. Treat children in different developmental stages in an equitable manner

D. Provide learning that results in the development of only the cognitive domain

2. Learners cannot learn unless

A. They are taught according to the needs of social aims of education

B. They know that the material being taught will be tested in the near future

C. They are prepared to learn

D. They are asked about their learning in schools by their parents at home on a daily basis

3. Theory of social learning emphasis on which of the following factors?

A. Nature

B. Nurture

C. Adaptation

D. Emendation

4. Psychosocial theory emphasizes on which of the following?

A. S t i m u l i a n d r e s p on s e

B. Phallic and latency stages

C. I n d us t r y Vs . in f e r i o r i t y s t a ge

D. O p er ant c o n d i t i o ni ng

23
1

5. The fact that children require culturally relevant knowledge and skills is attributed to

A. C h a r le s D a r win

B. B. F. S kin n er

C. U r i e Bro n f e nbr en n er

D. L e v V y go t sk y

6. As a teacher you firmly believe in saying no to ragging and bullying and put up posters and form committees in schools. The young adolescents who join you with strong beliefs, are at which of the following stage?

A. The conventional stage

B. The pre-conventional stage

C. The post- conventional stage

D. S o ci a l or de r m a i n t a ini ng l e ve

7. Progressive education is associated with which of the following statement?

A. T e a c h e rs are t h e o r i g i n ators of in fo r m a t i on a n d au t h o r i t y

B. Knowledge is generated through direct experience and collaboration

C. L e ar ni ng pro c ee d s i n a s t r ai g ht w ay w it h fa c tu a l g at h e r i ng an d s k il l mastery

D. E x a mi n a t i on i s n o n- r e f e r e n c e d a n d ex t e r n a l

8. Inc context of “theory of multiple intelligence”, which one of the following intelligence is required for an air force pilot?

A. Int e rp e r s o n a l

B. L i n gu is t ic

23
1

C. Kinesthetic

D. Intrapersonal

9. The factor 'g' in the Spearman definition of intelligence stands for

A. Genetic intelligence

B. Generative intelligence

C. General intelligence

D. Global intelligence

10. Retrieving hidden objects is evidence that infants have begun to master which of the following cognitive functions?

A. International behavior

B. Object-permanence

C. Problem- solving

D. Experimentation

11. Which one of the following may be the criteria of gender in a society?

A. Comparison of number of male and female teachers in school

B. Equal number of distinctions achieved by boys and girls in class 12

C. Comparison of number of boys and girls who survive up to class 12

D. Wh e t h e r t h e g i r l s tude nt s are al l owe d to p ar t ic ip ate i n c omp e t it i ons organized outside the school

12. He knowledge of individual differences help teachers in

A. Understanding the futility of working hard with backwards students as they can never b par with the class

B. Acce pt i ng an d attr i but i ng t h e f ai lu re of s tude nt s to t h ei r i n d ivi du a l differences

C. Making their presentation style uniform to benefit all students equally

D. As s e s si ng t h e i n d ivi du a l n ee d s of al l s tude nt s an d te a chi ng t h em accordingly

13. Assessment for learning

A. Fosters motivation

B. Is done for the purpose of segregation and ranking

C. Emphasis the overall importance of grades

D. Is an exclusive and a per se assessment activity

14. School based assessment

A. Focus on exam techniques rather than outcomes

B. Offer less control to the students over what will be assessed

C. Improve l e a r ni ng by pro vidi ng a c on s t r u ct ive f ee d b a ck

D. Encourage teaching to the test as they involve frequent teaching

15. Students in a class are asked to assemble various arte facts of their works in a notebook, to demonstrate what they can do for their society. What kind of activity is this?

A. E s s ay ty p e as s e s s m e nt

B. An e cd o ta l r e c or d s

C. Problem solving assessment

D. Portfolio assessment

16. By placing students in the least restricted school environment, the school

A. E qu a lize s t h e e duc at i on a l opp or tun it ie s for g i rl s an d d i s a dv ant a ge d group

B. Nor m a lize s t h e l ive s of ch i ld re n f rom de pr ive d g roup w h o we re increasing the linkage of school with theparents and communities of these children

C. G et s d i s a dv ant a ge d ch i ld re n's i nvolve m e nt i n a ct iv it ie s s u ch a s science fair and quizzes

D. S e ns it iz e ot h e r ch i ld re n n ot to bul ly or to put t h e d i s a dv ant a ge d children down

17. Reducing the time allotted to complete an assignment to make it coincide with time of attention and increasing this time in a phased manner will be best suited to deal with which of the following disorders?

A. D i s r up t ive b eh a vi or d i s or der

B. D y s p ha si a

C. S e n s o r y i nt e g r a t i on d i s or der

D. Att e n t i on defic it h y p era ct i v i t y d i s or der

18. Which one of the following approaches suggests integration of the child with the people around him with social institutions to deal with disruptive behavior disorder?

A. Psychodynamic

B. E c o lo g ic a l

C. B i o lo g ic a l

D. B eh a vi o r a l

19. Renzulli is known for his _ definition of giftedness.

A. Four-tiered

B. Four level

C. Three circle

D. Three sided

23
1

20. For gifted students

A. It i s s afe to c on side r ap t it ud e a s a s k il l

B. There is no need to monitor progress

C. The teacher should adapt as the student changes

D. The teacher should initiate and lead problem solving

21. Which one of the following is the most appropriate method to monitor the progress of children with learning disabilities?

A. C a s e s t u dy

B. An e cd o ta l r e c or d s

C. B eh a vi or r a t i ng s c a le

D. S t r u c t u r e d b eh a vi o r a l o b s e r v a t i on

22. The best way to increase the chances of learning disabled students to lead to a full and productive life, is by

A. Focusing on weakness of such students

B. Ma i n t a ini ng a hi g h ex p ect a t i on f rom s u ch s t ude n ts

C. Te a chi ng a v ar iet y of s k il l s an d s t r ate g ie s t h at c an b e appli e d ac ro s s a range of contexts

D. Encouraging these children to define their own goals

23. According to soci- cultural theory of Vygotsky

A. C u lt u re a n d l an gu a ge p l ay a c r uci a l ro l e i n d e v e l op m e nt

B. The child thinks in different domains and does not take a complete perspective

C. C h i ld re n t hi n k i n ab s t ra c t te r ms i f pre s e nte d ab s t ra c t m ate r i a l at a lower stage

D. S e l f di r ec t e d s p ee ch i s t h e l ow e s t s t a ge of t h e s c affo ldi ng

24. To explain, predict, and/or control phenomena are the goals of

A. T rad i t i o n a l r e a s o ni ng

B. I n d u ct ive r e a s o ni ng

C. De d u ct ive r e a s o ni ng

D. The scientific method

25. A class VII student makes error in mathematics. As a teacher you should

A. Provide the student the correct answer

B. A l l ow t h e s t ude nt to u s e c a l cu l ator

C. As k t h e s tude nt s to u s e a lte r n at ive m e t h o d or re d o it tofi n d out e r rors on his/her own

D. Show the student where the errors were made and ask the student to redo it

26. Emotional intelligence may be associated with which domain of theory of multiple intelligence/

A. Int e rp e r s o n a l a n d i n t r a p e r s o n a l i nt e l li g e n ce

B. Nat ur a l is t i c i nt e l li g e n ce

C. Visual- spatial intelligence

D. E x is t e n t i a l i nt e l li g e n ce

27. Which of the following facts has been least discussed in the psychology of emotion?

A. E m o t i on i s a su b ject ive f e e li ng a n d v a r ie s f rom p e r s on to p e r s on

B. E m ot i ons m ay n ot on ly o c c u r w it hi n i n d ivi du a l s tude nts , but a l s o within the entire class

23
1

C. E m ot i ons are a c omple x p atte r n of arou sa l an d co g n it ive interpretation

D. E m ot i on a l pro ce s s i nvolve s ps ych olo g ic a l a s we l l a s ps ych olo g ic a l reactions

28. Which of the following facts has been least discussed in the psychology of emotion?

A. Mo t ive

B. Personality trait

C. E m o t i on

D. Perception

29. Which one of the following is properly sequenced in the context of motivation cycle?

A. A rou sa l, d r ive, n ee d, a chi e ve m e nt , goa l-di rec te d b eh avi or, re du ct i on of arousal

B. Drive, need, arousal, goal-directed behavior,achievement, reduction of arousal

C. Nee d, goa l - di rec te d b eh avi or, d r ive, arou sa l, a chi e ve m e nt , re du ct i on of arousal

D. Nee d, d r ive, arou sa l, goa l - di rec te d b eh avi or, a chi e ve m e nt , re du ct i on of arousal

30. Which one of the following is a process in the social observational learning theory of Bandura?

A. Refl ect i on

B. Re t e n t i on

C. Re p e t i t i on

D. R e c apit u l a t i on

23
1

Hy

Answer

1. (B),	11. (C),	21.	(D),
2. (C),	12. (D),	22.	(C),
3. (B),	13. (A),	23.	(A),
4. (C),	14. (C),	24.	(D),
5. (D),	15. (D),	25.	(C),
6. (C),	16. (D),	26.	(A),
7. (B),	17. (D),	27.	(B),
8. (C),	18. (B),	28.	(B),
9. (C),	19. (C),	29.	(D),
10. (B),	20. (C),	30.	(B).

CTET February 2015 Paper–1

1. Teachers, in order to help learners construct knowledge, need focus n

A. S c or es/ m a r k s o b t a i n e d by t h e l e a r n er

B. Invol vi ng t h e l e a r n e r for a ct ive p a r t ic i p a t i on

C. M as t e r i ng l e a r ni ng of c o n ce p t s by t h e l e a r n er

D. Making sure the learner memorizes everything

2. Giftedness from teacher's point of view is a

A. H i g h Mo t i v a t i o n - H i g h C o mm i t m e n t - hi g h T a le nt

B. H i g h Ab i l i ty - H i g h T a le n t - H i g h C o mm i t m e nt

C. H i g h T a le n t - H i g h C r e a t i v i ty - H i g h M e m o r y

D. H i g h Ab i l i ty - H i g h C r e a t i v i ty - H i g h C o mm i t m e nt

3. According to NCF-2005, errors are important because they

A. Provide a way to teachers to scold the children

B. Provid e an i nsi g ht i nto t h e ch i l d's t hi n ki ng an d he lp to identify solutions

C. Provide space for removing some children from the class

D. A re an i mp or t ant to ol i n cl as si f yi ng s tude nt s i nto g roup s of 'passed' an d 'f ai l e d'

4. A child's notebook shows error in writing like reverse images, mirror imaging etc. such a child is showing sign of

A. L e a r ni ng d i s ab i l i t y

B. L e a r ni ng diffi cu l t y

C. L e a r ni ng pr o b lem

D. L e a r ni ng d i s a d v an t a ge

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5. Which one of the following is best suited for emotional development of children?

A. No involvement of the teachers as it is the task of the parents

B. Controlled classroom environment

C. Authoritarian classroom environment

D. Democratic classroom environment

6. Teachers need to create a good classroom environment to facilitate children's learning. To create such a learning environment, which one of the given statement is not true?

A. Compliance with teachers

B. Acceptance of the child

C. Positive tone of the teacher

D. Approval of the child's effort

7. Given below are statements about boys and girls. According to you, which one of these is true?

A. Boys should help in household chores

B. All boys should be taught since and girls, home science

C. Girls should help in household chores

D. Boys should help in activities outside the home

8. To be an effective teacher it is important to

A. Focus on individuals learning rather than group activity

B. Avo i d d i s r up t i on c a u se d d u e to q ue s t i o ni ng by s t ude n ts

C. Be in touch with each and every child

D. Emphasize dictating answers from the textbook

242

9. Which one of the following is not a suitable formative assessment?

A. Project

B. Observation

C. Ranking the students

D. Open ended questions

10. Deficiency in the ability to write, associated with impaired handwriting, is a symptom of

A. Dyspraxia

B. Dyscalculia

C. Dyslexia

D. Dysgraphia

11. According to Piaget theory, which one out of the following will not influence one's cognitive development?

A. Social experience

B. Maturation

C. Activity

D. Language

12. Which of these does not imply practical intelligence in the Triarchic theory?

A. Thinking practically about oneself only

B. C h o osi ng an e n vi ro n m e nt i n w hi ch you c an s ucc ee d

C. A d ap t i ng to t h e e n vi ro n m e nt

D. Re sh ap i ng t h e e n vi ro n m e nt

242

13. "Anyone can become angry – that is easy, but to be angry with the right person, to the right degree, at right time, for the right purpose, at the right- way-that is not easy". This is related to

A. Social development

B. Cognitive development

C. Physical development

D. Emotional development

14. In learning, assessment is essential for

A. Screening test

B. Motivation

C. Fostering of the purpose of segregation and ranking

D. Grades and marks

15. Fitting new knowledge into existing schemas is known as

A. Equilibrium

B. Assimilation

C. Organization

D. Accommodation

16. We all differ in terms of our intelligence, motivation, interest etc. this principle refers to

A. Theory of intelligence

B. Heredity

C. E n vi ro n m e nt

D. I n d i vi d u a l dif f e r e n ce

242

17. Students of disadvantaged groups should be taught along with the normal students. It implies

A. Special education

B. Integrated education

C. Exclusive education

D. Inclusive education

18. 'Out of the box' thinking is related to

A. Memory based thinking

B. Divergent thinking

C. Convergent thinking

D. Consistent thinking

19. The assessment of students can be used by teachers in teaching to develop insight into

A. Not promoting those students who do not meet school standards

B. Changing the teaching approach according to the learner's need

C. Identifying the students who need to be prompted to the higher class

D. Creating groups of bright and weak students in the class

20. Learning experiences should be planned in a manner so as to make learning meaningful. Which of the given learning

experiences does not facilitate meaningful learning for the children

A. Formulating questions on content

B. Discussion and debate on the topic

C. Presentation on the topic

D. Repetition based on mere recall of content

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21. Giving punishment, verbal or non- verbal to the children results in

A. Protecting the child's image

B. Improving their scores

C. Damaging their self-concept

D. Motivating them to work

22. A teacher labeled the head of a committee, as 'chairperson' instead of 'chairman'. It indicates that the teacher

A. Has a good command of language

B. Is using a gender free language

C. Has gender bias

D. Follows a more acceptable term

23. Continuous Comprehensive Evaluation is essential for

A. Diluting the accountability of the board of education

B. Correcting less-frequent errors more than more-frequent-errors

C. Understanding how learning can be observed, recorded and improved upon

D. Fine tuning of test with the teaching

24. In Lawrence Kohlberg's theory, which level signifies the absence of morality in true sense?

A. L e v e l IV

B. L e v e l I

C. L e v e l II

D. L e v e l III

242

25. Which one of the following is not correct for the progressive model o socialization of children?

A. C h i ld re n acce pt w h at t h e y are offe re d by t h e s ch o ol i r re s p ect ive of their social backgrounds

B. T h e re sh o u l d b e a p lac e for de m o cra c y i n t h e c l as s r o om

C. S o ci a liz a t i on i s an ad ap t a t i on of s o ci a l n o r ms

D. A ct ive p a r t ic i p a t i on i n t h e g roup wo r k a n d l e a r ni ng s o ci a l s k il l s

26. The teacher noticed that Pushpa cannot solve a problem on her own. However she does so in the presence of adult or peer guidance. This guidance is called

A. Pre-operational thinking

B. Z P D

C. S c affo ldi ng

D. L at er a liz a t i on

27. Which one out of the following provides information about the roles and behaviors which are acceptable in a group, during early childhood period?

A. T e a c h e r a n d p e e rs

B. Peers and parents

C. Parents and siblings

D. S i b li n g s a n d t e a c h e rs

28. Which one of the following age group falls under later childhood category/

A. 18 to 24 years

B. B i r t h to 6 y e ars

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C. 6 to 11 years

D. 11 to 18 years

29. Aarnav says that language development is influenced by one's innate predisposition while Sonali feels that it is because of the environment. This discussion between Aarnav and Sonali is about

A. Stability and instability argument

B. Continuous and discontinuous learning

C. Nature and nurture debate

D. Critical and sensitive feeling

30. Making students members of a cleanliness community to motivate them for the same, reflects

A. Behavior is t approach to motivation

B. Humanistic approach to motivation

C. Cognitive approach to motivation

D. Socio- cultural approach to motivation

Hy

Answer

1. (B),	11. (A),	21. (C),
2. (D),	12. (A),	22. (B),
3. (B),	13. (D),	23. (C),
4. (A),	14. (B),	24. (B),
5. (D),	15. (B),	25. (A),
6. (A),	16. (D),	26. (C),
7. (A),	17. (D),	27. (C),
8. (C),	18. (B),	28. (C),
9. (C),	19. (B),	29. (C),
10. (D),	20. (D),	30. (D).

CTET February 2015 Paper–2

1. Which one of the following statements best summarizes the relationship between development and learning as proposed by Vygotsky?

A. De v e l op m e nt i s i n de p e n de nt of l e a r ni ng

B. De v e l op m e nt pr o ce s s l a g s b e hi n d t h e l e a r ni ng pr o ce s s

C. De v e l op m e nt i s sy n on y m o u s w i t h l e a r ni ng

D. L e a r ni ng a n d d e v e l op m e nt are p a r al l e l pr o ce s s es

2. What is a major criticism of Kohlberg's theory?

A. Kohlberg proposed a theory without any empirical basis

B. Ko h l b e rg pro p o se d t h at m o r a l r e a s o ni ng i s d e v e l op m e n ta l

C. Koh l b e rg di d n ot acc ou nt for cu ltur a l dif fe re n ce s i n m or a l reasoning of man and women

D. Ko h l b e rg di d n ot g ive c l e ar c ut s t a g e s of m o r a l d e v e l op m e nt

3. In a learner- centered classroom, the teacher would

A. Encourage children to compete with each other for marks to facilitate learning

B. D e m ons t r ate w h at sh e ex p ec t s h e r s tude nt s to d o an d t h e n g ive t h em guidelines to do the same

C. Employ such method in which the learners are encouraged to take initiative for their own learning

D. Use lecture method to explain key facts and then access the learners for their attentiveness

4. According to Gardner's theory of multiple intelligence, the factor that would contribute most for being a 'self-aware' individual would be

A. M u sic a l

25

B. Sp i r it u a l

C. L i n gu is t ic

D. In t r a p e r s o n a l

5. A major difference between the perspectives of Vygotsky and Piaget pertains to be

A. Their critique of behaviorist principles

B. The role of providing a nurturing environment to children

C. Their views about language and thought

D. Their conception of children a s active constructor of knowledge

6. A lot of debate surrounds whether girls and boys have specific sets of abilities due to their genetic materials. Which one of the following are you most likely to agree with this context?

A. Girls are socialized to be caring while boys are discouraged to show emotions such as caring

B. A fte r pu b e r t y b oy s an d g i rl s c an n ot pl ay w it h e a ch ot h e r si n c e t h eir interests are complete opposite

C. A l l g i rl s h ave i n h e re nt ta le nt for ar t s w h i l e b oy s are ge n e t ic al ly programmed to be better at aggressive sports

D. Boys cannot be caring since they are born in that way

7. A teacher wants to ensure that her students are motivated intrinsically. She would

A. S p e ci f y uni fo r m s t a n d ar d s of a c hi e v e m e nt for al l c h i ld r en

B. Focus on the processes of learning of individual children rather than on the final outcomes

C. Offer tangible rewards

D. Plan learning activities which encourages convergent thinking

25
2

8. Failure of a child to perform well in class tests leads to believe that

A. A s s e s s m e nt i s o b ject ive a n d c an b e u se d to c l e a r ly ide n t ic a l f a i l u re

B. There is a need to reflect upon the syllabus, pedagogy \ and assessment process

C. Some children are deemed to fail irrespective of how hard the system tries

D. C h i ld r e n are b o r n w i t h ce r t a i n c a p ab i l i t ie s a n d defic i ts

9. There are few children in your class who make errors. Which of these is most likely to be your analysis of the situation?

A. The children have poor intelligence

B. The children are not interested in studies and want to create indiscipline

C. The children should not have been promoted to your class

D. The children have not yet gained conceptual clarity and there is need for you to reflect on your pedagogy

10. A student highlights the main points in a chapter, draws a visual representation and poses questions that arise in her mind at the end of the chapter. She is

A. T r yi ng to r eg u l ate h e r o w n t hi n ki ng by or g a niz a t i on o f id e a s

B. T r yi ng to u s e s t r at e g y of m a i nt e n a n c e r eh e ar sa l

C. Ensuring observational learning

D. T r yi ng to u s e m e t h o d of l o ci

11. How can a teacher help children become better problem solvers?

A. By giving children a variety of problems to solve and support while solving them

B. By encouraging children to look for answers to the problems in the textbook

C. By providing correct solutions to all the problems they pose to students

D. By giving tangible rewards for solving problems

12. Of the following statement, which one do you agree with?

A. Learning is completely governed by external stimuli

B. Learning cannot take place unless it is assessed externally in terms of marks

C. Learning has taken place only if it is evident in behavior

D. Learning takes place in socio-cultural context

13. Which one of these is a principle of child development?

A. Development occurs due to interaction between maturation and experience

B. Experience is the sole determinant of development

C. Development is determined by reinforcement and punishment

D. Development can accurately predict the pace of a child individual

14. In a context of 'nature-nurture' debate, which one of the following statement seems appropriate to you?

A. A child is like a blank slate whose character can be moulded by the environment into any shape

B. E nvi ron m e nta l inf lue n ce s on ly h ave a l itt l e v a lu e i nsh api ng up a chi ld's behaviors which is primarily genetically determined

C. Heredity and environment are inseparably interwoven and both influences development

D Children are genetically predisposed to what they wouldbe like irrespective of whatever environment they grow up

25

15. Socialization is a process of

A. A c q ui r i ng v a l ues , b e lief s a n d ex p ect a t i ons

B. A s sim i l a t i on a n d acc o m m o d a t i on

C. L e ar ni ng to c r it i qu e t h e cu ltu re of

a s o ciet y D S o ci a liz at i on w it h f r ie n d

16. Piaget proposes that pre-operational children are unable to conserve. He attributes this inability to which of he following factors?

A. I n ab i l i t y of h y p o t h e t ico - d e d u ct ive r e a s o ni ng

B. Personal fable

C. I r r e v e r s i b i l i t y of t h o u g ht

D. L a ck of hi g h - l e v e l a b s t ra c t r e a s o ni ng

17. According to Piaget's theory, children learn by

A. M e m o r izi ng in fo r m a t i on by p a yi ng d u e att e n t i on

B. S c affo ldi ng pro vid e d by m ore ab l e m e m b e rs of t h e s o ciet y

C. Process of adaptation

D C h ang i ng t h ei r b eh avi or w h e n offe re d appropr i ate re w ard s

18. According to Vygotsky ZPD, is

A. Zone demarking the support offered by the teacher

B. The gap between what the child can do independently and with assistance

C. The amount and nature of support provided to the child to achieve her potentialities

D. W h at t h e c h i l d c an d o on h e r o w n w hi ch c a n n ot b e as s e s se d

25

19. A teacher in multicultural classroom would ensure that the assessment considers the following

A. Reliability and validity of her assessment

B. Expectations of the school administration by complying with the minimum levels of learning

C. Standardization of the assessment tool

D. Socio- cultural context of her students

20. An upper primary school constructivist classroom would foresee the following role of students in their own assessment

A. Make detailed guideline for how marks would be correlated to students' achievement and prestige in class

B. Students would be the sole determinants of their own assessment

C. Students would plan for assessment with the teacher

D. Denying that assessment has a role in teaching-learning

21. The rationale behind inclusive education is that

A. Society is heterogeneous and schools need to be inclusive to cater to heterogeneous society

B. We need to take pity on special children and provide them access to facilities

C. It i s n ot co s t - ef fect ive to provid e for s e p ar ate s ch o ol s for s p e ci a l children

D. The benchmark for performance of each child should be uniform and standardized

22. Which one of the following would be the most effective way to identify a creative child by the teacher?

A. Ob s e r vi ng h ow t h e ch i l d i ntera c t s w it h pe e rs i n te am tasks

B. A dmin is t e r i ng s t a n d ar diz e d i nt e l li g e n c e t e s t

C. Giving objective type of question

D. D e t a i l e d o b s e r v a t i on of t h e c h i l d e s p e ci al ly w h e n sh e s olv e s pr o b le ms

23. A teacher can effectively respond to the needs of children from 'disadvantaged sections' of society by

A. Te l li ng t h e ot h e r ch i ld re n to co- op er ate w it h t h e d i s a dv ant a ge d children and help them learn the ways of the school

B. Refl ect i ng on t h e s ch o ol sy s te m an d h e rs e l f ab out v ar i ou s w ay s in which biases and stereotypes surface

C. Ensuring that the children do not get a chance to \ interact with each other to minimize the chances of their being bullied

D. S e ns it izi ng t h e d i s a dv ant a ge d ch i ld re n to t h e n or ms an d s t r u c tu re s of s ch o ol s s o t h at t h e y c an c omply w it h t h o s e

24. Research has pointed out that several levels of discrimination exist in the schools. Which of these is not an example of discrimination at upper primary level?

A. Many teachers use only lecture method to teach

B. Da l it c h i ld r e n are m ad e to s it s e p a r at e ly d u r i ng mid - d ay m ea l

C. Girls are not encouraged to take up maths and science

D. C h i ld re n h ave l ow ex pect at i ons of ch i ld re n f
rom l owe r s o cio- economic strata

25. Which of the following statements best describes why learning disability?

A. A n IQ b e l ow 50

B. B ul l yi ng o t h e r c h i ld r e n a n d e n g a g i ng i n a gg r e s s ive a c ts

C. D o i ng t h e s a m e m otor a ct i on r e p e at ed ly

D. Difficulty in reading fluently and reversing words

25

26. Which one of the following statement best describes why children should be encouraged to ask questions in the class?

A. Questions increase the curiosity of the children

B. Questions take learning forward by interactions and lead to conceptual clarity

C. C h i ld r e n n ee d to p ra ct ic e t h ei r l an gu a ge s k il l s

D. C h i ld re n c an b e m ad e to rea liz e t h at t h e y la ck i nte l li ge n c e by m a ki ng t h e m t hi n k of al l t h e t hi ng s t h e y d on't k n ow ab out.

27. Which one of the following assessment practices will bring out the best in students?

A. Wh e n s tude nt s are re qui re d to re pro duc e fa c t s a s te s te d vi a mu lt iple choice questions

B. Wh e n c on ce ptu a l ch ange an d s tude nt s' a lte r n at ive s olut i ons are assessed through several different methods of assessment

C. Wh e n t h e m ar k s o bt ai n e d an d t h e p os it i on sec u re d by t h e s tude nt s in the class are the ultimate determinants of success

D. Wh e n t h e e mpha s i s i s l ai d up on p os it ive c or re l at i on b et we e n te s t scores and students ability

28. As per an upper primary school mathematics teacher you believe that

A. St ude n t s e r ror pro vid e i n si g ht i nto t h ei r t hi n ki ng

B. Stude nt s n ee d to p o s s e s s pro c e dur a l k n ow l e d ge e ve n i f t h e y don't understand conceptual basis.

C. Not al l ch i ld re n h ave t h e abi l it y to s tu dy m at h e m at ic s i n upp e r primary school

D. Boys will learn mathematics without much effort since they are born with it and you need to pay more attention to girls

29. Which one of these statements do you agree with?

A. A child falls because the government is not giving enough technological resources in schools

B. A ch i l d's f ai lu re i s pr i m ari ly du e to la ck of p are nt's e duc at i on and economic status

C. A ch i l d's f ai lu re c an b e attr i bute d di rect ly to t h e ge n e t i c m ate r i a l he/ she has acquired form his/her parents

D. A ch i l d's f ai lu re i s a refl ect i on on t h e sy s te m an d it s i n abi l it y to respond to the child

30. The amount and type of scaffolding to a child would change depending on the

A. Mood of the teacher

B. C h i l d's in n ate ab i l i t ies

C. R e w ar d s off e r e d for t h e t as k

D. L e v e l of t h e c h i l d's p e r fo r m a n ce

Hy

Answer

1. (B),	11. (A),	21. (A),
2. (C),	12. (D),	22. (A),
3. (C),	13. (A),	23. (B),
4. (D),	14. (C),	24. (A),
5. (C),	15. (A),	25. (D),
6. (A),	16. (C),	26. (B),
7. (B),	17. (C),	27. (B),
8. (B),	18. (B),	28. (A),
9. (D),	19. (D),	29. (D),
10. (A),	20. (C),	30. (D).

CTET February 2016 Paper–1

1. Most classrooms in India are multilingual and this needs to be seen as by the teacher.

A. A problem

B. A resource

C. A n o b s t a c le

D. A bother

2. Mistakes and errors made by students

A. A re i n dic a t ive of t h e f a i l u re of t h e t e a c h e r a n d t h e s t ude n ts

B. S h o u l d b e se e n a s op p o r t un i t ie s to u n de r s t a n d t h ei r t hi n ki ng

C. S h o u l d b e se v e r e ly d ea lt w i t h

D. A re a wo n de rfu l op p o r t un i t y to l a b e l c h i ld r e n a s w ea k or ou t s t a n di ng

3 _____ views children as active builders of knowledge and little scientists who can construct their own theories of the world.

A. Pavlov

B. J u ng

C. Piaget

D. S kin n er

4. Child- centered pedagogy means

A. Asking the children to follow and imitate the teacher

B. Giving primacy to the children's voice and their active participation

C. Letting the children to be totally free

D. Giving moral education to the children

5. A teacher can help the children to process a complex situation by

A. Not offering any help at all so that children learn to help on their own

B. Giving a lecture on it

C. Br ea ki ng t h e t as k i nto s m al le r p a r t s a n d w r i t i ng d o w n t h e i n s t r u ct i ons

D. Encouraging competition and offering a high reward to the child who completes the task first

6. Expecting students to reproduce knowledge in the same way as it is received

A. Is an effective assessment strategy

B. Is problematic, because individuals interpret experiences and do not reproduce knowledge as it is received

C. Is good, since we record everything as it is in our brains

D. Is good, since it is easy for the teacher to access

7. When students are given an opportunity to discuss a problem in groups, their learning curve

A. Re m a i ns s t ab le

B. De c li n es

C. Re m a i ns t h e s a m e

D. Becomes better

8. The pace of development varies from one individual to another, but it follows pattern.

A. A haphazard

B. A n u npr e di ct ab le

C. A sequential and orderly

D. A toe-to-head

9. Which one of the following is correct about development?

A. S o cio- cu lt ur a l c ont ex t p l a y s an i m p o r t ant ro l e i n d e v e l op m e nt

26
5

B. Development is uni-dimensional

C. Development is discrete

D. Development begins and ends at birth

10. Why do individuals differ from one another

A. Due to the inborn characteristics

B. Due to the interplay between heredity and environment

C. Because each individual has received a different gene set from his/her parents

D. Because of the impact of the environment

11. Family plays role in socialization of the child.

A. An exciting

B. A primary

C. A secondary

D. A not-so important

12. Which one of the following is a correctly matched pair?

A. Formal operational child - imitation begins, imaginary play

B. Infancy- applies logic and is able to infer

C. Pre-operational child- deductive thought

D. C o n c r e te o p er a t i o n a l c h i ld - i s ab l e to c on s e r ve a n d c l as si f y

13. A child says, “clothes dry faster in the sun.” she is showing an understanding of

A. Eg o ce n tr i c t hi n ki ng

B. C a u s e a n d ef f ec t

C. R e v e r s i b l e t hi n ki ng

D. S y m b o li c t h o u g ht

14. According to Piaget, children thinking differ in from adults than in _ _.

A. size; correctness

B. kind; amount

C. size; type

D. amount; kind

15. Which one of the following is an example of scaffolding?

A. Giving motivational lectures to students

B. Offering explanations without encouraging questioning

C. Offering both material and non-material rewards

D. Giving prompts and cues, and asking questions at critical juncture

16. According to Vygotsky, children learn

A. By maturation

B. By imitation

C. By interacting with adults and peer

D. When reinforcement is offered

17. Kohlberg has given

A. The stages of physical development

B. The stage of emotional development

C. T h e s t a g e s of m o r a l d e v e l op m e nt

D. The stages of cognitive development

18. Which one of the following situations is illustrative of a child- centre classroom?

A. A class in which the textbook is the only resource the teacher refer to

B. A class in which the students are sitting in groups and the teacher takes turns to go to each group

C. A class in which the behavior of students is governed by the rewards and punishments the teacher would give them

D. A class in which the teacher dictates and the students are asked to memorize the notes

19. Intelligence is

A. A singular and generic concept

B. The ability to imitate other

C. A specific ability

D. A set of capabilities

20. Early childhood is period for language development.

A. A n uni m p o r t ant

B. A sensitive

C. A neutral

D. A not-so significant

21. Teacher remarks in a co-education class to boys, "be boys and don't behave like girls." This remark

A. A good example of dealing with boys and girls

B. Refl ec t s s te re oty pic a l b eh avi or of d i s c r imi n at i on b et we e n b oy s an d girls

C. Highlights the biological superiority of boys over girls

D. Refl ec t s c as te d i s c r imi n a t i on

22. Assessment

A. S h o u l d a ct iv e ly pro m ote c om p e t i t ive s p i r it a m ong c h i ld r en

B. Should generate tension and stress to ensure learning

C. Is a way to improve learning

D. Is a good strategy to label and categorize students

23. Which one of the following statements best describes 'Inclusion'?

A. It is the belief that some children cannot learn at all

B. It is the philosophy that all children have a right to get equal education in a regular school system

C. It is the philosophy that special children are a special gift of God

D. It is a belief that children need to be segregated according to their abilities

24. To cater to the children from 'disadvantaged' background, a teacher should

A. Try to find out more about them and involve them in class discussions

B. Make them sit separately in the class

C. Ignore them as they cannot interact with other students

D. Give them a lot of written work

25. Which one of the following behaviors is an identifier of a child with the learning disability?

A. Ab u s ive b eh a vi or

B. W r i t i ng ‘ b’ a s ‘d’, ‘ w a s’ a s ‘ s a w ’, e tc

C. L ow att e n t i on s p an a n d hi g h ph ysic a l a ct i v i t y

D. Frequent mood swings

26. A child who can see partially

A. S h o u l d n ot b e g iv e n e d uc a t i o n , si n c e it i s n ot of any u s e to him

27
0

B. Needs to be put in separate

C. Should be put in a regular school while making special provisions

D. Should be put in a regular school with no special provisions

27. Learning

A. Has very little connection with emotions

B. Is independent of a learner's emotions

C. Is influenced by a learner's emotions

D. Is not affected by a learner's emotions

28. To enable students to make conceptual changes in their thinking, a teacher should

A. Discourage children from thinking on their own and ask them to just listen to her and follow that

B. Offer an explanation in a lecture mode

C. Make clear and convincing explanations and have discussions with the students

D. Offer reward for children who change their thinking

29. In the context of a primary school classroom, what does active engagement mean?

A. Imitation and copying the teacher

B. Enquiry, questioning and debate

C. C op yi ng an s w e rs g iv e n by t h e t e a c h e rs

D. M e m o r izi n g , r e c al l a n d r e c i t i ng

27
1

30. Children are most creative when they participate in an activity

A. Under stress to do well in front of others

B. Of interest

C. For rewards

D. To e s c a p e t h ei r t e a c h e r’s s c o ldi ng

Hy

Answer

1. (B),	11. (B),	21.	(B),
2. (B),	12. (D),	22.	(C),
3. (C),	13. (B),	23.	(B),
4. (B),	14. (B),	24.	(A),
5. (C),	15. (D),	25.	(B),
6. (B),	16. (C),	26.	(C),
7. (D),	17. (C),	27.	(C),
8. (C),	18. (B),	28.	(C),
9. (A),	19. (D),	29.	(B),
10. (B),	20. (B),	30.	(B).

CTET February 2016 Paper–2

1. Which one of the following is a good example of scaffolding (learning of a problem- solving task till the student is able to do it by herself)?

A. Offering a reward for solving the problem quickly

B. T e l li ng h e r t h at sh e c an d o it by t r yi ng a g a i n a n d a g a in

C. Providing a half- solved example

D. T e l li ng h e r sh e c a n n ot go h o m e til l sh e s olv e s t h e pr o b lem

2. Your class has learners with different learning styles. To assess them, you would give them.

A. A uniform set of instructions and subsequently label the children according to their marks in the test

B. The same set of tasks and tests

C. A variety of tasks and tests

D. The same time to perform on the tests

3. Nowadays, there is a tendency to refer to 'wrong concepts' of children as 'alternative conceptions'. This could be attributed to

A. C h i ld re n's u n de rs t an di ng b ei ng nu an c e d an d t h ei r b ei ng p as s ive in their own learning

B. R e co g n it i on t h at ch i ld re n are c ap abl e of t hi n ki ng an d t h ei r t hi n ki ng i s different from that of adults

C. U si ng f a n c y t e r ms to de s c r i b e c h i ld r e n's e r ror

D. C h i ld r e n b ei ng t h o u g ht of a s a d u lt l i ke i n t h ei r t hi n ki ng

4. Which one of the following best describes a teacher's role in a middle school classroom?

A. D i s c our a g i ng mu lt ipl e p e rs p ect ive s an d foc u si ng on uni – dimensional perspectives

B. Using power point presentation to give lectures

C. Providing opportunity for discussions

D. Promoting students to compete amongst themselves for the first position

5. Which one of the following statements about motivation and learning is correct?

A. Motivation does not have any role to play in learning

B. Learning is effective only when the students are motivated using external rewards

C. Learning is effective only when the students have intrinsic motivation – a desire to leran from inside

D. Learning is effective only when the students are extrinsically motivated – motivated by external factors

6. Which one of the following statements about learning is correct?

A. Learning is a passive receptive process

B. Learning does not depend on learner's previous knowledge

C. Learning is equivalent to acquisition of skills

D. Learning is facilitated by social actions

7. Which one of the following is an important activity to enable children to learn?

A. R e w ard

B. Dialogue

C. L ec t u re

D. In s t r u ct i on

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8. Which one of the following statements about development is correct?

A. De v e l op m e nt pr o c ee d s f rom b i r t h to ad o le s ce n ce

B. De v e l op m e nt c h ang e s go fo r w ard i n a s t r a i g ht li n e

C. De v e l op m e nt o c c u rs at a dif f e r e nt r ate a m ong dif f e r e nt i n d i vi d u a l s

D. De ve l opm e nt o c c u rs at a ve r y fi rs t p ac e f rom bi r t h til l ad ole s ce n c e an d then it stops

9. Middle child- hood is the period from

A. 10 years onward

B. B i r t h to 2 y e ars

C. 2 years to 6 years

D 6 years to 11 years

10. "Environmental factors do not play any role in shaping an individual, since growth of each individual is determined by his genetic makeup". This statement is

A. In c or rec t , si n c e t h e re h ave b e e n se ver a l re se arch e s to prove t h at environment can have a major influence on development

B. C o r r ec t , si n c e g e n e t i c m a k e up of an i n d i vi d u a l i s v e r y s t rong

C. C or rec t , si n c e t h e re h ave b e e n se ver a l re se arch e s to prove t h at ge n e t ic m ate r i a l a l on e pre di c t s an d i n d ivi du a l' d e ve l opm e nt

D. In c or rec t , si n c e e nvi ron m e nta l fa c tors c ontr i bute l itt l e i n an i n d ivi du a l's g row t h an d d e ve l opm e nt

11 _____ is a process through which a human infant begins to acquire the necessary skills to perform as a functioning member of the society

A. De v e l op m e nt

B. S o ci a liz a t i on

C. L e a r ni ng

D. Mat ur a t i on

12. According to Piaget, which one of the following factors plays an important role in influencing development?

A. Rein for ce m e nt

B. L an gu a ge

C. E x p e r ie n c e w i t h ph ysic a l wo r ld

D. I m i t a t i on

13. The cognitive ability that comes in pre-operational period is

A. Hypothetico- deductive thinking

B. Ab i l i t y for a b s t ra c t t hi n ki ng

C. Ab i l i t y for a g oa l di r ec t e d b eh a vi or

D. Ab i l i t y to ta ke o t h e r's p e r s p ect ive

14. Which one of the following is a correctly matched pair?

A. S o ci a l c ont ra c t or ie nt at i on – physic a l c onse que n ce s of an action determine whether it is good or bad

B. Punishment and obedience orientation – laws are not fixed, but can be changed for the good society

C. Good boy and good girl orientation – one earns approval by being nice

D. L aw an d orde r or ie nt at i on – e t hic a l pr i n c iple s are s e l f ch o s e n on the basis of the value of human rights

15. The concept of private speech of children as proposed by Vygotsky

A. Shows that children are stupid and thus need guidance of adults

B. Illustrates that children are egocentric

C. Shows that children love themselves

D. Illustrates that children use speech to guide their own activities

16. According to Vygotsky, learning cannot be separated from

A. Perception and attention processes

B. I t s s o ci a l c ont ext

C. Rein for ce m e nt

D. A measurable change in behavior

17. Progressive education entails that the classrooms

A. In full control of the teacher, who is dictatorial

B. D e m o cr a t i c a n d t h e re i s s p ac e g iv e n to c h i ld r e n for u n de r s t a n di ng

C. Au t h or it ar i an , w h e re t h e te a ch e r di ct ate s an d t h e s tude nt s fol l ow meekly

D. Free for all with the teacher absent from it

18. Which one of the following illustrates a person with linguistic intelligence?

A. The ability to handle long chains of reasoning

B. S e ns it iv it y to t h e m e ani ng an d orde r of word s an d v ar i e d u s e s of language

C. S e n s i t i v i t y to, pitc h , me l o dy a n d to n e

D. The ability to notice and make distinctions among others

19. Language _____ thought processes.

A. C a n n ot de t e r mi n e

B. D o e s n ot inf l ue n ce

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0

C. To tal ly gov e r n o ur

D. Has an influence on our

20. A textbook of class has following illustrations – women as teacher and maids while men as doctors and pilots. This type of depiction is likely to promote

A. Gender empowerment

B. Gender stereotype

C. Gender role play

D. Gender constancy

21. There are vast differences among the students of these, a teacher needs to be sensitive to

I. Differences based on cognitive capabilities and learning levels

II. Differences based on diversity of language, caste, gender, religion community

A. N e i t h e r I n or II

B. O n ly I

C. O n ly II

D. B o t h I , a n d II

22. Assessment by only paper- pencil tests

A. Promotes holistic assessment

B. L im i t s as s e s s m e nt

C. Facilitates comprehensive evaluation

D. Facilitates continuous evaluation

28
1

23. A teacher has a hearing impaired child in her middle school class. It is important for her to

A. As k t h e s ch o ol c ou ns e l or to tal k to t h e ch i l d's p are nt s an d te l l t h e m to withdraw their child from the school

B. Ma ke t h e ch i l d s it at a plac e w h e re sh e c an se e t h e te a ch e r's l ip s an d facial expressions clearly

C. Keep pointing to what the child cannot do over and over again

D. Ridi cu l e t h e ch i l d an d m a ke h e r s it s e p ar ate ly s o t h at sh e j oi ns an institution for learning impaired

24. A teacher can effectively respond to the needs of the children 'disadvantaged sections' of society by

A. A d ap t i ng h e r pe d a g o g y to t h e n ee d s of e v e r y c h i l d i n t h e c l as s r o om

B. I g n o r i ng t h ei r b a c k g ro u n d a n d as ki ng t h e m to d o c h or e s i n t h e c l as s

C. Ma ki ng t h e m s it s e p ar ate ly i n t h e cl as s ro om s o t h at t h e y d o n ot mix with other children

D. Te l li ng ot h e r ch i ld re n to t re at t h e ch i ld re n f rom d i s a dv ant a ge d background with sympathy

25. Children with learning disability

A. A re v e r y a ct ive, but h ave a l ow IQ

B. A re v e r y w i s e a n d m at u re

C. C a n n ot l e a r n an y t hi ng

D. S t r u gg l e w i t h s o m e as p ec t s of l e a r ni ng

26. Teachers cam encourage children to think creatively by

A. Gi vi ng t h e m m u l t ip le - c h o ic e q ue s t i ons

B. A s ki ng t h e m to t hi n k of dif f e r e nt w a y s to s olve a pr o b lem

C. A s ki ng t h e m to m e m o r iz e an s w e rs

D. A s ki ng t h e r e c al l - b a se d q ue s t i ons

27. Which one of the following philosophical perspectives needs to be followed to deal with children with special needs?

A. They have a right to inclusive education and study in regular school

B. They do not need any education at all

C. They should be segregated and put in separate educational institutions

D. They should be given only vocational training

28. Learner- centered approach means

A. Use of methods in which teachers are the main actor

B. Me t h o d s w h e re l e ar n e rs' ow n in it i at ive an d ef for t s are i nvolve d in learning

C. T h at t e a c h e rs dr aw c o n cl u si ons for t h e l e a r n e rs

D. T rad i t i o n a l ex p os ito r y m e t h o d

29. Which one of the following is central to learning?

A. I m i t a t i on

B. Meaning- making

C. C o n d i t i o ni ng

D. R ote m e m o r iz a t i on

30. In constructivist classroom as envisioned by Piaget and Vygotsky learning

A. Is offering of reinforcement by the teacher

B. Is constructed by the students themselves who play an active role

C. Is dictated by the teacher and the students are passive recipient of the same

D. Happens by pairing of a stimulus and a response

Hy

Answer

1. (C),	11. (B),	21.	(D),
2. (C),	12. (C),	22.	(B),
3. (B),	13. (C),	23.	(B),
4. (C),	14. (C),	24.	(A),
5. (C),	15. (D),	25.	(D),
6. (D),	16. (B),	26.	(B),
7. (B),	17. (B),	27.	(A),
8. (C),	18. (B),	28.	(B),
9. (D),	19. (D),	29.	(B),
10. (A),	20. (B),	30.	(B).

CTET September 2016 Paper–1

1. Which of the following is the most effective method to encourage conceptual development in students?

A. Give students multiple examples and encourage them to use reasoning

B. Use punishment till students have made the required conceptual changes

C. New concepts need to be understood on their own without any reference to the old ones

D. Replace the student's incorrect ideas with correct ones by asking them to memorize

2. Primary schoolchildren will learn most effectively in an atmosphere –

A. Where the focus and stress are only on mastering primary cognitive skills of reading, writing and mathematics

B. Where the teacher leads all the learning and accepts students to play a passive role

C. Where their emotional needs are met and they feel that they are valued

D. Where the teacher is authoritative and clearly dictates what should be done

3. A child sees a crow flying past the window and says, "A bird." What does this suggest about the child's thinking?

(1) The child has previously stored memories.

(2) T h e c h i l d ha s d e v e l o p e d t h e c o n ce pt of a ‘ b i rd’.

(3) The child had developed some tools of language to communicate her experience.

A. 1,2 and 3

B. O n ly 2

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C. 1 and 2

D. 2 and 3

4. What should a teacher tell her students to encourage them to do tasks with intrinsic motivation?

A. “ C omp le te t h e t as k f as t a n d g e t a toff e e”

B. T r y to d o i t , you w il l l e a r n”

C. “ C o m e o n , fin is h it b e fore sh e d o es .”

D. “Why c an’t you b e l i ke him ? S e e, h e ha s d o n e it p e r f ect ly.”

5. How can a teacher encourage her students to be intrinsically motivated towards learning for the sake of learning?

A. By supporting them in setting individual goals and their mastery

B. By offering tangible rewards such as toffees

C. By inducing anxiety and fear

D. By giving competitive tasks

6. In an elementary classroom, an effective teacher should aim at the students to be motivated –

A. By using punitive measures so that they respect the teacher

B. To p e r fo r m s o t h at t h e y g e t g oo d m a r k s i n t h e e nd s of t h e y e ar examination

C. To learn so that they become curious and love learning for its own sake

D. To rote memorize so that they become good at recall

7. Which of the following is an example of effective school practice?

A. Individualized learning

B. competitive classroom

C. C on s t ant c om p a r a t ive e v a l u a t i on

D. C o rp o r a l p un is h m e nt

8. The cephalocaudal principle of development explains how development proceeds from –

A. Head to toe

B. R ur a l to ur b an ar e a s

C. General to specific functions

D. Differentiated to integrated functions

9. Which of the following is a sensitive period pertaining to language development?

A. Ad u l t h o o d

B. E a r ly C h i l d h o o d p e r i o d

C. Prenatal period

D. M id d l e c h i l d h o o d p e r i o d

10. A 6-year old girl shows exceptional sporting ability. Both of her parents are sports-persons, send her for coaching everyday and train her on weekends. Her capability are most likely to be the result of an interaction between:

A. Health and training

B. Discipline and nutrition

C. Heredity and environment

D. Growth and development

11. Which of the following are secondary agents of socialisation?

A. S c h o ol a n d im m e di ate f a m i ly m e m b e rs

B. Family and relatives

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C. Family and neighbourhood

D. School and neighbourhood

12. According to Lev Vygotsky, the primary cause of cognitive development is –

A. Adjustment of mental schemas

B. Stimulus-response pairing

C. Equilibration

D. Social interaction

13. In the context of Kohlberg' stages of moral reasoning, under which stage would be given typical response of a child fall? "Your parents will be proud of you if you are honest. So, you should be honest."

A. Good girl-good boy orientation

B. Law and order orientation

C. Punishment-obedience orientation

D. Social contract orientation

14. According to Jean Piaget, which of the following is necessary for learning?

A. Belief in immanent justice

B. Reinforcement by teachers and parents

C. Active exploration of the environment by the learner

D. Observing the behaviour of adults

15. According to Jean Piaget, schema building occurs as a result of modifying new information to fit existing schemes and by

modifying old schemes as per new information. These two processes are known as :

A. Equilibration and modification

B. Assimilation and accommodation

C. Accommodation and adaptation

D. Assimilation and adaptation

16. In a progressive classroom setup, the teacher facilitates learning by providing an environment that:

A. Discourages inclusion

B. Encourages repetition

C. Promotes discovery

D. Is restrictive

17. Howard Gardner's theory of Multiple Intelligence (MI) suggests that:

A. Teachers should use MI as a framework for devising alternative ways to teach the subject matter

B. Ability is destiny and does not change over a period of time

C. Every child should be taught every subject in eight different ways in order to develop all of the intelligences

D. Intelligence is solely determined by IQ tests

18. A 5-year-old girl talks to herself while trying to fold a T-shirt. Which of the following statements is correct in the context of the behaviour display by the girl?

A. Jean Piaget would explain this as social interaction, while Lev Vygotsky would explain this as an exploration.

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1

B. Jean Piaget and Lev Vygotsky would explain this as the child's attempt to imitate her mother.

C. Jean Piaget and Lev Vygotsky would explain this as egocentric nature of the child's thoughts.

D. Jean Piaget would explain this as egocentric speech, while Lev Vygotsky would explain this as the child's attempt to regulate her actions through private speech.

19. 'Gender' is a/an:

A. Innate quality

B. Social construct

C. Biological entity

D. Physiological construct

20. As a teacher, who firmly believes in social constructivist theory of Lev Vygotsky, which of the following methods would you prefer for assessing your students?

A. Fact-based recall questions

B. Objective multiple-choice type questions

C. Collaborative projects

D. Standardized tests

21. To cater in individual differences in his classroom, a teacher should:

A. Engage in a dialogue with students and value their perspectives

B. Impose strict rules upon his students

C. Have uniform and standard ways of teaching and assessment

D. S e g r eg ate a n d l a b e l c h i ld r e n b a se d on t h ei r m a r ks

29
1

22. Assessment is purposeful if:

A. It is done only once at the end of the year

B. Comparative evaluations are made to differentiate between the students' achievements

C. It induces fear and stress among the students

D. It serves as a feedback for the students as well as the teachers

23. According to NCF, 2005, the role of a teacher has to be:

A. Permissive

B. Facilitative

C. Authoritative

D. Dictatorial

24. Research suggests that in a diverse classroom, a teacher's expectations from her students their learning.

A. Should not be correlated with

B. Do not have any effect on

C. Have a significant impact on

D. Are the sole determinant of

25. Inclusion of children with special needs :

A. Will increase the burden on schools

B. Requires a change in attitude, content and approach to teaching

C. Is an unrealistic goal

D. Is detrimental to children without disabilities

29
1

26. "Having a diverse classroom with children from varied social, economic and cultural backgrounds enriches the learning experiences of all students." This statement is :

A. Correct, because it makes the classroom more hierarchical

B. Incorrect, because it leads to unnecessary competition

C. Incorrect, because it can confuse the children and they may feel lost

D. Correct, because children learn many skills from their peers

27. Child with hearing impairment:

A. Can do very well in a regular school if suitable facilitation and resources are provided

B. Will never be able to perform on a par with classmates in a regular school

C. Should be sent only to a school for the hearing impaired and not to a regular school

D. Will not benefit from academic education only and should be given vocational training instead

28. Which of the following is a characteristic of a gifted learner?

A. He is highly temperamental.

B. He engages in ritualistic behaviour like hand flapping rocking, etc.

C. He gets aggressive and frustrated.

D. He can feel under stimulated and bored if the class activities are not challenging enough.

29. A teacher can enhance effective learning in her elementary classroom by:

A. Encouraging competition amongst her students

B. C o n n ect i ng t h e c ont e nt to t h e l iv e s of t h e s t ude n ts

C. Offering rewards for small steps in learning

D. D ril l a n d p ra ct ice

30. Which of the following statements about children are correct?

A) C h i ld r e n are p as s ive r e c ip ie n t s of k n o w l e d ge.

B) C h i ld r e n are pr o b le m s olv e r s.

C) C h i ld r e n are s cie n t ifi c i nv e s t ig ator s.

D) C h i ld r e n are a ct ive ex p l or e rs of t h e e n vi ro n m e n t.

A. A, B, C and D

B. A, B and C

C. A, B and D

D. B, C and D

Hy

Answer

1.	(A),	11.	(D),	21.	(A),
2.	(C),	12.	(D),	22.	(D),
3.	(A),	13.	(A),	23.	(B),
4.	(B),	14.	(C),	24.	(C),
5.	(A),	15.	(B),	25.	(B),
6.	(C),	16.	(C),	26.	(D),
7.	(A),	17.	(A),	27.	(A),
8.	(A),	18.	(D),	28.	(D),
9.	(B),	19.	(B),	29.	(B),
10.	(C),	20.	(C),	30.	(D).

CTET September 2016 Paper–2

1. Two students read the same passage yet construct entirely different interpretations of its meaning. Which of the following is true about them?

A. It is not possible and the students need to re-read the passage.

B. It is possible because the teacher has not explained the passage.

C. It is possible because different factors affect learning of individuals in varied ways.

D. It is not possible because learning is not meaning-making.

2. According to the National Curriculum Framework, 2005, learning is _____ and in its character.

A. Active; social

B. Passive; simple

C. Passive; social

D. Active; simple

3. To enable students to think independently and become effective learners, it is important for a teacher to:

A. Offer rewards for each success achieved by the students

B. Teach students how to monitor their own learning

C. Give information in small units or chunks

D. Present information in an organized manner to make it easier to recall

4. If a teacher wants her students to acquire problem-solving skills, the students should be engaged in activities that involve:

A. S t r u c t u r e d wo r k sh e et s c on t a ini ng m u l t ip le- c h o ic e q ue s t i ons

B. R e c al l, m e m o r iz a t i on a n d c ompr eh e n si on

C. D ril l a n d p ra ct ice

D. Inquiring, reasoning and decision making

5. Knowing the naive conceptions that students bring to the classroom:

A. P ul l s d o w n t h e t e a c h e r’s m o r a l e si n c e it i n c r e a s e s h i s wo r k

B. D o e s n ot s e r ve any p u rp o s e of t h e t e a c h er

C. H e l p s t h e t e a c h e r to p l an t e a c hi ng m ore m e a ni n gful ly

D. Ham p e rs t h e t e a c h e r’s p l a nni ng a n d t e a c hi ng

6. Which of the following factors affect learning?

A Mo t i v a t i on of t h e l e a

r ner B Mat ur a t i on of t h e l

e a r ner C T e a c hi ng s t r at

e g ies

D Physical and emotional health of the learner

A. A, B, C and D

B. A and B

C. A and C

D. A, B and C

7. Meaningful learning is:

A. Pairing and association between the stimulus and the response

B. I m i t a t i on of a d u l t s a n d m ore ab l e p e e rs

C. Passive receiving of the given information

D. Active creation of knowledge structures from personal experience

8. Which of the following is not one of the primary tasks of a teacher for effective student learning?

A. Transmitting information to the students in a didactic manner

B. Knowing the concepts that students bring to the classroom

C. Requiring students to respond to higher-order questioning

D. Teaching students how to monitor and improve their own learning by effort

9. Which of the following statements about principles of development is incorrect?

A. Development depends on maturation and learning.

B. Development takes place due to a constant interaction between heredity and environment.

C. Every child goes through stages of development, yet there are wide individual differences among children.

D. Development is a quantitative process which can be measured precisely.

10. The unique interaction of _____and can result in different paths and outcomes of development.

A. Challenges; limitations

B. Heredity; environment

C. Stability; change

D. Exploration; nutrition

11. Which of the following is true of school and socialization?

A. S c h o ol i s an i m p o r t ant a g e nt of s o ci a liz a t i o n.

B. S c h o ol d o e s n ot p l ay any ro l e i n s o ci a liz a t i o n.

C. S c h o ol p l a y s v e r y l it t l e ro l e i n s o ci a liz a t i o n.

D. S c h o ol i s t h e fi r s t p r i m a r y a g e nt of s o ci a liz a t i o n.

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12. Which of the following statements is correct about Jean Piaget's theory of cognitive development?

A. Piaget argues that instead of progressing through stages, cognitive development is continuous.

B. Piaget has proposed five distinct stages of cognitive development.

C. The stages are invariant which means that no stage can be skipped.

D. The sequence of the stages can vary according to the cultural context of children.

13. The concept of 'conservation' as proposed by Jean Piaget means that:

A. It is important to protect wildlife and forests

B. Certain physical properties remain the same even when outward appearances change

C. One can arrive at the correct conclusion by systematically testing hypothesis

D. Taking the perspective of others into consideration is an important cognitive ability

14. Match the following in the light of Howard Gardner's theory of Multiple Intelligence:

Type of Intelligence

(a) Musical

(b) Linguistic

(c) Int e rp e r s o n a l

(d) S p a t i a l E n d S t ate

(i) T h er ap is t

(ii) Poet

(iii) A th le te

(iv) V i o lin is t

(v) S cu lptor

A. a-v, b-ii, c-iv, d-i

B. a-ii, b-iv, c-i, d-v

C. a-iv, b-ii, c-i, d-v

D. a-iv, b-ii, c-v, d-iii

15. According to Lev Vygotsky:

A. Int era ct i on w i t h a d u l t s a n d pe e rs d o e s n ot inf l ue n c e l an gu a ge development

B. L an gu a ge d e v e l op m e nt c h ang e s t h e n at u re of h u m an t h o u g ht

C. C u lt u re p l a y s a v e r y s m al l ro l e i n l an gu a ge d e v e l op m e nt

D. C h i ld r e n l e a r n l an gu a ge t h ro u g h a l an gu a ge ac q u i s i t i on d e vice

16. Lawrence Kohlberg's theory of moral reasoning has been criticized on several counts. Which of the following statements is correct in the context of this criticism?

A. Ko h l b e rg ha s n ot g iv e n ty p ic a l r e s p on s e s to e a ch s t a ge of moral reasoning.

B. Ko h l b e rg ha s dup lic at e d P i a g e t's m e t h o d s of a rr i vi ng at h i s theoretical framework.

C. Kohlberg's theory does not focus on children's responses.

D. Kohlberg has based his study primarily on a male sample.

17. Which of the following highlights assessment for learning?

A. The teacher assesses conceptual understanding of the students besides focusing on the processes of thinking.

B. The teacher assesses the students by comparing their responses to 'standard' responses.

C. The teacher assesses the students based on the information given in the textbooks.

D. The teacher assesses a student based on his/her performance in comparison to others.

18. 'Child-centred' pedagogy means:

A. The teacher dictating the children what should be done

B. Giving primacy to children's experiences and their voices

C. Enabling the children to follow prescribed information

D. The teacher leading all the learning in the classroom

19. Which of the following statements describes Piaget and Vygotsky's views on language and thought correctly?

A. According to Vygotsky, thought emerges first and according to Piaget, language has a profound effect on thought.

B. According to Piaget, thought emerges first and according to Vygotsky, language has a profound effect on thought.

C. Both view thought as emerging from the child's language.

D. Both view language as emerging from the child's thought.

20. Watching her granddaughter arguing with her father for going on a school trip, the grandmother says, "Why can't you

be obedient like a good girl? Who will marry you if you behave like a boy?" This statement reflects which of the following?

A. Gender constancy

B. Gender stereotypes about attributes of girls and boys

C. Impro p e r g e n de r ide n t ific a t i on of t h e g i r l

D. Difficulties faced by families in child-rearing

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21. Which of the following statements about assessment are correct?

A. A s s e s s m e nt sh o u l d he lp s t ude n t s se e t h ei r s t r e n g t hs a n d g a p s a n d he lp the teacher fine-tune her teaching accordingly.

B. A s s e s s m e nt i s m e a ni n gfu l o n ly i f c om p a r a t ive e v a l u a t i ons of s t ude n ts are made.

C. A s s e s s m e nt sh o u l d as s e s s n ot o n ly m e m o r y but a l s o u n de r s t a n di ng and application.

D. A s s e s s m e nt c a n n ot b e p u rp o s e fu l i f it d o e s n ot i n d uc e f e ar a n d anxiety.

A. B and C

B. A and B

C. B and D

D. A and C

22. According to the Right to Education Act, 2009, children with special needs should study:

A. At h o m e w i t h t h ei r p ar e n t s a n d c ar e g iv e rs pro vidi ng n e ce s s a r y support

B. In special schools created exclusively for them

C. In inclusive education setups with provisions to cater to their individual needs

D. In vocational training centres which would prepare them for life skills

23. An effective teacher in a classroom, where students come from diverse backgrounds, would:

A. Push students from deprived backgrounds to work hard so that they can match up with their peers

B. Focus on their cultural knowledge to address individual differences among the group

C. I g n ore cu lt ur a l k n o w l e d ge a n d t r e at al l h i s s t ude n t s i n a uni fo r m manner

D. Create group of students with those from the same economic background put together

24. Match the following principles of development with their correct descriptions:

Principle

(a) Proximo-distal trend

(b) C e p h a l o c a ud a l t r e n d

(c) Int e r -i n d i vi d u a l dif f e r e n ces

(d) In t ra-i n d i vi d u a l dif f e r e n ces

Description

(i) Different children develop at different rates

(ii) Head to toe sequence

(iii) In a single child, the rate of development can vary from one domain of development to the other

(iv) From the centre of body to outwards

(v) Progression from simple to complex

A. a-v, b-ii, c-i, d-iii

B. a-ii, b-iv, c-i, d-iii

C. a-ii, b-iv, c-iii, d-i

D. a-iv, b-ii, c-I, d-iii

25. Which of the following statements about cognition and emotions is correct?

A. Cognition and emotions are intertwined and affect each other.

B. Cognition and emotions are processes independent of each other.

C. Cognition affects emotions but emotions do not affect cognition.

D. Emotions affect cognition but cognition does not affect emotions.

26. In an inclusive classroom with diverse learners, cooperative learning and peer-tutoring

A. Should be used only sometimes since it promotes comparison with classmates

B. Should be actively discouraged and competition should be promoted

C. Should be actively promoted to facilitate peer-acceptance

D. Should not be practiced and students should be segregated based on their abilities.

27. A teacher can address diversity in her class by:

A- accepting and valuing differences

B- using socio-cultural background of children as a pedagogic resource C- accommodating different learning styles

D- giving standard instruction and setting uniform benchmarks for performance

Select the correct answer using the code given below.

A. A, B, C and D

B. A, B and D

C. B, C and D

D. A, B and C

28 A teacher asks her class to cover sharp edges of furniture with cotton and use 'Touch and Feel' notice boards and books. The needs of which category of special learners is she attempting to cater to?

A. V is u al l y-i m p a i r e d l e a r n e rs

B. Hearing-impaired learners

C. Learning-impaired learners

D. Socially disadvantaged learners

29 Gifted children are best catered to by educational programmes at:

A. Make use of gifts and rewards to motivate them to perform according to minimum standards of learning

B. Emphasize mastery of knowledge by recall

C. Stimulate their thinking and give them opportunities to engage in divergent thinking

D. Control their aggressive behaviour

30 Which of the following statements about students' failure in schools are correct?

A. Students belonging to certain castes and communities fail since they do not have ability.

B. Students fail in schools because appropriate rewards are not offered for their learning.

C. Students fail because teaching is not done in a manner in which it is meaningful to them.

D. Students fail because school system does not cater to individual child's needs and interests.

A. C and D

B. A and B

C. B and C

D. B and D

300

Hy

Answer

1. (C),	11. (A),	21.	(D),
2. (A),	12. (C),	22.	(C),
3. (B),	13. (B),	23.	(B),
4. (D),	14. (C),	24.	(D),
5. (C),	15. (B),	25.	(A),
6. (A),	16. (D),	26.	(C),
7. (D),	17. (A),	27.	(D),
8. (A),	18. (B)	28.	(A),
9. (D),	19. (B),	29.	(C),
10. (B),	20. (B),	30.	(A).

CTET December 2018 Paper–1

1. Which of the following statements is true about the role of heredity and environment?

A. Certain aspects of development are influenced more by heredity and others more by environment

B. A child's ability to learn and perform is completely decided by the genes

C. Good care and a nutritious diet can fight off any disorder a child is born with

D. Environment plays a significant role only in the child's language development

2. Which one of the following statements cannot be attributed to Piaget's theory?

A. Development occurs in qualitative stages

B. Children construct and use knowledge about their world

C. Learning takes place through constant practice

D. Children act on their environment

3. Which one of the following is not a limitation of the preoperational thought?

A. Tendency to concentrate

B. Development of the symbolic thought

C. Egocentrism

D. I r r e v e r s i b i l i t y

4. Play has a significant role in development of young children for the following reasons, except –

A. They gain mastery over their body

B. It s t i m u l at e s t h ei r s e n s es

C. It is just a pleasant way to spend time

D. They acquire new skills and learn when to use them

5. Which one of the following questions invites children to think critically?

A. Do you know the answer to this?

B. What is the right answer?

C. Can you think of a similar situation?

D. What are the different ways in which we can solve this?

6. Which one of the following option best describes progressive education?

A. Learning by doing, project method, cooperative learning

B. Thematic units, regular unit tests, ranking

C. Personalized learning, ability grouping, labeling students

D. Project method, ability grouping, ranking

7. Which one of the following statements about progressive education explains – Education is life itself?

A. School education should continue as long as possible

B. Schools are not required, children can learn from their life experiences

C. Education in schools should reflect the social and natural world

D. Life is the true educator

8. Which of the following can be considered as a contribution of Kohlberg's theory?

A. His theory has supported an association between cognitive maturity and moral maturity

B. The theory has elaborate testing procedures

C. It establishes a clear relationship between moral reasoning and action

D. His belief is that children are moral philosophers

9. The Zone of Proximal Development refers to –

A. The phase when maximum development is possible

B. The developmental phase when child takes complete responsibility for learning

C. A context in which children can almost perform a task on their own with right level of support

D. The point in learning when support can be withdrawn

10. An androgynous personality –

A. Refers to men with feminine traits

B. Has a balance of what are generally considered masculine and feminine traits

C. Tends to be assertive and arrogant

D. Adheres to stereotypical gender roles prevalent in the society [74]

11. Children acquire gender roles through all of the following except –

A. Media

B. Socialization

C. Culture

D. Tuto r i ng

12. One of the critiques of standardized tests has been that
_

A. They represent largely the mainstream culture and are therefore biased

B. Their language is difficult to understand

C. The tests cannot be administered on large populations

D. They do not give a clear picture of a child's ability

13. The theory multiple intelligence says that-

A. Intelligence can be rapidly accelerated

B. Intelligence can be of several kinds

C. Paper-pencil tests are not helpful

D. Intelligence can be multiplied with effective pedagogy

14. Teacher can utilize both assessment for learning and assessment of learning to –

A. Know children's progress and achievement level

B. Know learning needs of child and select teaching strategy accordingly

C. Assess child's performance at periodic intervals and certify his/her performance

D. Monitor children's progress and set appropriate goals to fill their learning gaps

15. Which one of the following is not related to Continuous and Comprehensive Evaluation?

A. It has been mandated by the Right to Education Act of India

B. It is an integral part of teaching - learning process

C. It f o c u s e s on c h i l d's a c hi e v e m e nt i n dif f e r e nt l e a r ni ng ar e a s

D. It i s u s e fu l to l a b e l c h i ld r e n a s s l ow, po or or i nt e l li g e nt

16. Giftedness in children can be attributed to-

A. A n i nt e r p l ay b et w e e n h e r e d i t y a n d e n vi ro n m e nt

B. A resource- rich environment

C. S ucce s s fu l p ar e n ts

D. A disciplined routine

17. Children coming from socioeconomically disadvantaged backgrounds need a classroom environment which –

A. Teaches them good behavior

B. Values and uses their cultural and linguistic knowledge

C. Discourages the use of their language so that they learn the mainstream language

D. Categorizes children based on their abilities

18. The intervention needed for creative and talented children in the classroom rests on-

A. Use of customized and simulating instructional methods by the teacher

B. Giving extra time to them

C. Being affectionate towards them

D. Giving them the responsibility of teaching other children

19. Which one of the following ways is not a suitable way to help hyperactive children learn?

A. Breaking up a task into small, manageable segments

B. Offering alternative ways of learning

C. Including physical activity in their daily scheduled

D. Re p r i m a n di ng t h e m oft e n for b ei ng r e s t le s s

20. Patterns of divergent thinking identify children, who are –

A. Disabled

B. D y s lexic

C. Creative

D. Res i lie nt

21. Which one of the following does not describe the ways in which a teacher can model problem solving for children in the classroom? [75]

A. Discuss your thought processes about solving a particular problem

B. Be honest about making mistakes while solving something

C. Use vocabulary like think, ideas, trial and different answers

D. A s k q ue s t i ons w i t h c onv e rg e nt an s w e rs

22. Which one of the following is an emotion?

A. M e m o r y

B. Fear

C. Att e n t i on

D. S t i m u l u s

23. A three year old child explains that milk is produced by a machine at the milk booth. Which one of the following offers the best explanation of the child ' s understanding?

A. The child has very limited exposure of the world

B. T h e c h i l d's an s w e r i s b a se d on h i s/ h e r ex p e r ie n c e of bu yi ng m il k from the milk booth

C. The child has never seen cows

D. T h e c h i l d's f a m i ly d o e s n ot off e r a s t i m u l a t i ng e n vi ro n m e nt to the child

24. Which one of the following best describes a teacher ' s role?

A. T e a c h e r's m o s t i m p o r t ant ro l e i n t h e c l as s r o om i s to main t ain discipline

B. A teacher should adhere to the prescribed textbook

C. Completing the syllabus on time leaving enough time for revision is important

D. Creating a relaxed space where children learn through dialogue and enquiry

25. Which one of the following classrooms encourages rich learning?

A. A classroom with a variety of material displayed in the class beyond the reach of children so that the material lasts longer

B. A classroom with open activity corners and a variety of children's literature in open shelves accessible any time of the day

C. A classroom with neatly organized material in cupboards brought out once a week for free play

D. A classroom with structured and planned learning driven by textbook content

26. Which one of the following best describes the role of textbooks in the classroom?

A. They are one of the resource and reference materials available in the class

B. They maintain homogeneity in learning across a state or the nation

C. They provide guidance to teachers and parents about the course of study

D. They form the most essential learning resource in a resource-starved context

27. The National Curriculum Framework- 2005 derives its understanding from –

A. Humanism

B. Behaviourism

C. Constructivism

D. Cognitive theories

28. The children in a class can be considered to be motivated if –

A. They come to school neatly dressed in uniform

B. They maintain discipline in the class

C. All are regular in attendance

D. They ask questions seeking clarification from the teacher

29. Which one of the following is the most suitable to improve children's learning?

A. Regular assessment test should be conducted

B. Teacher should explain the content using different examples and illustrations

C. All types of learning material should be there in the class

D. Teacher should facilitate children to interact with each other on real- life situations

30. The discipline which has a significant role in a learning environment is of the kind which helps –

A. Children to regulate and monitor their own learning

B. To create silence

C. Teachers to give instructions

D. C h i ld r e n rote m e m o r iz e t h ei r le s s ons

Hy

Answer

1. (A),	11. (D),	21.	(D),
2. (C),	12. (A),	22.	(B),
3. (B),	13. (C),	23.	(B),
4. (C),	14. (D),	24.	(D),
5. (D),	15. (D),	25.	(B),
6. (A),	16. (A),	26.	(A),
7. (C),	17. (B),	27.	(C),
8. (A),	18. (A),	28.	(D),
9. (C),	19. (D),	29.	(D),
10. (B),	20. (C),	30.	(A).

CTET December 2018 Paper–2

1. The development from central part of the body towards peripheries or extremities denotes the –

A. Principles of radiated development

B. Principles of decentralized development

C. Principles of proximodistal development

D. Principles of cascade development

2. School is an institution of socialization of children where –

A. S c h o ol c h i ld r e n o c c upy t h e ce n t r a l p os i t i on

B. S c h o ol rou t i n e s o c c upy t h e ce n t r a l p os i t i on

C. S c h o ol a ct i v i t ie s o c c upy t h e ce n t r a l p os i t i on

D. S c h o ol t e a c h e rs o c c upy t h e ce n t r a l p os i t i on

3. If you join a teacher fraternity and choose to dress like most of the others in your group, you are exhibiting –

A. Group identity

B. O b e die n ce

C. C ompliance

D C o n fo r m i t y

4. The concept of object permanence is attained during Piaget ' s _____ stage of development

A. S e n s o r i m otor

B. Preoperational

C. Concreteoperational

D. Formaloperational

5. Individualized Education Programme is planned from the perspective of –

A. Special Education Programme

B. Child-centered Education Programme

C. Open School Education Programme

D. e-learning Education Programme

6. Between _____ months of age, most children begin to combine words into short sentences while speaking.

A. 12 and 18

B. 18 and 24

C. 24 and 30

D. 30 and 36

7. The concept of Intelligence Quotient or IQ was developed by –

A. Galton

B. Binet

C. Stern

D. Terman

8. Creativity is thought to be related to the concept of –

A. Fluid intelligence

B. Crystallized intelligence

C. C onv e rg e nt t hi n ki ng

D. D iv e rg e nt t hi n ki ng

9. The acceptable sound combinations of a language are specified in its rules.

A. Phonological

B. Grammatical

C. Syntactic

D. Inflection

10. The position where thought patterns are influenced by language is called

A. Cultural tendency

B. Linguistic determination

C. Cognitive bias

D. Sociolinguistic genesis

11. Ravi repairs appliances by testing hypothesis about the cause of the malfunction based on his experiences with the symptoms. He uses –

A. Insight

B. Algorithms

C. Mental set

D. Heuristics

12. Divya often divides the assigned job into small tasks which she can handle easily. She is using –

A. Reductionism

B. Secondary elaboration

C. Sub-goal analysis

D. Functional fixedness

13. " Society determines the roles of male and female. " This statement articulates –

A. Gender as an inherent construct

B. Gender as a hereditary endowment

C. Gender as an intuitive construct

D. Gender as a social construct

14. Grading, coding, marking and credit accumulation systems are some of the examples of –

A. Evaluation procedure of answer sheets of the examination

B. Symbolizing position of children in the class

C. Depicting the academic progress in report card

D. Scoring procedure of assessment of learners' achievement

15. Assessment of learners' achievement helps the teachers to –

A. Maintain the performance record of learners

B. Evaluate the effectiveness of pedagogy

C. Make ability grouping of learners in the classrooms

D. Prepare activity log for teaching

16. Inclusive education is based on the principle of –

A. Social equilibrium

B. Equity and equal opportunities

C. Social existence and globalization

D. Wo r l d bro t h e rh oo d

17. The Rights of Persons with Disabilities Act has been enacted in the year –

A. 1992

B. 1995

C. 1999

D. 2016

18. Children with individual differences should be taught in a school having teachers –

A. To teach in different sections of classrooms based on their individual differences

B. Trained to use different pedagogy to meet their diverse learning needs

C. Trained to teach children with specific individual differences

D. Trained to make them homogeneous learners

19. The Rights of Children to Free and Compulsory Education Act, 2009 ensures the rights of children with disabilities to free education from –

A. 6 years to 18 years

B. 3 years to 18 years

C. 6 years to 14 years

D. 6 years to 22 years

20. Providing teaching- learning materials in accessible formats to the diverse learners implies –

A. Universal Inclusive Education Ethical Considerate

B. Universal Code of Teaching Practices

C. Universal Humanistic Approach of Teaching

D. Universal Design of Learning

21 _____ involves self- awareness and control of cognitive abilities, e.g., planning, reviewing and revising, etc.

A. C e n t r a t i on

B. M e t aco g n i t i on

C. C o g n i t i on

D. A cc o m m o d a t i on

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22. When children think to interpret the received information according to their experiences, it is called –

A. Refl ect ive t hi n ki ng

B. Creative thinking

C. A b s t ra c t t hi n ki ng

D. C o n c r e te t hi n ki ng

23. Teaching learner at varying levels of difficulty based on the ability of individual learner is known as –

A. Differentiated instruction

B. S e l ect ive i n s t r u ct i on

C. Precision teaching

D. Errorless instruction

24. Maintenance is the specific stage of learning which is antecedent to stage of learning.

A. A c q u i s i t i on

B. Mo t i v a t i on

C. I n de p e n de nt

D. Generalization

25. Zajonc believes that cognition and emotion are –

A. Int e r de p e n de nt

B. I n de p e n de nt

C. Int e r r e l at e d

D. Int e g r at e d

26. A teacher is teaching children by demonstration of task to correct the performance of an already learned task. He is using _____ method of teaching.

A. Imitation

B. Observation

C. Correction

D. Modeling

27. According to Mann and Janis, decision makers children analyze the problem, list the alternatives and weigh each option for its advantages and disadvantages –

A. Surveillance

B. Vigilant

C. Outgoing

D. Autocratic

28. In _____ thinking, a child as a problem solver evaluates the truth or likelihood of statements.

A. Creative

B. Aesthetic

C. Abstract

D. Logical

29. The task in which children get experience while enjoying themselves is known as –

A. D ril l a n d p ra ct ic e t as k

B. C on s u m e r ty p e t as k

C. Producer type task

D. Problem type task

33
0

30. Multisensory approach in teaching learning is the simultaneous use of visual, auditory, tactile and senses to enhance learning.

A. Kinesthetic

B. Vestibular

C. Perceptual

D. Observational

Hy

Answer

1. (C),	11. (D),	21. (B),
2. (A),	12. (C),	22. (D),
3. (D),	13. (D),	23. (A),
4. (A),	14. (D),	24. (D),
5. (B),	15. (B),	25. (B),
6. (B),	16. (B),	26. (D),
7. (C),	17. (D),	27. (B),
8. (D),	18. (B),	28. (D),
9. (A),	19. (C),	29. (B),
10. (B),	20. (D),	30. (A).

CTET July 2019
Paper–1

1. Which of the following constructs does Right to Education Act, 2009 advocate ?

(1) Inclusive education
(2) Segregation
(3) Mainstreaming
(4) Integrated education

2. ___ is the philosophy that all children have a right to get equal education in a regular school system.

(1) Mainstreaming
(2) Special Education
(3) Multi-cultural education
(4) Inclusion

3. A teacher should -

(1) promote students belonging to certain cultures.
(2) ignore cultural differences and diversity amongst students.
(3) communicates that she respects and values all cultures in the classroom.
(4) maximize comparisons amongst students.

4. Children learn effectively when -

(1) they memorise facts given in the textbook.
(2) they copy answer written by the teacher on the blackboard.
(3) they actively participate in different activities and tasks.
(4) the teacher fully controls everything that happens in the class including the children.

5. Children should __ questions in the class.

(1) be discouraged to ask
(2) not be allowed to ask
(3) be stopped from asking
(4) be encouraged to ask

6. Which of the following is NOT a key process through which meaningful learning occurs ?

(1) Repetition and practice
(2) Instruction and direction
(3) Exploration and interaction
(4) Memorization and recall

7. Which of the following represent the correct matching of children in column-A with their primary characteristic in column-B ?

Column-A
Column B
i. Gifted
a. Lacks reading fluency
ii. Learning disabled
b. Can think of original solutions
iii. Creative
c. Tendency to get distracted easily
iv. Attention Deficit Hyperactivity Disorder (ADHD)
d. Ability to learn quickly and independency

	i	ii	iii	iv
(1)	d	a	b	c
(2)	d	c	a	b

(3) a b d c

(4) d c b a

8. Children's errors -

(1) should be immediately corrected by asking them to do repeated practice.
(2) are a part of learning and give an insight into their thinking.
(3) are insignificant in the teaching-learning process.
(4) reflect how careless children are.

9. Assessment-

(1) should be a part of the teaching-learning process.
(2) should be done only in terms of marks.
(3) should be based on objective type written tasks.
(4) should be undertaken as a separate activity.

10. In a constructivist frame, learning is -

(1) passive and individualistic.
(2) the process of acquisition of knowledge.
(3) a change in behaviour as a result of experience.
(4) active and social in its character.

11. When teacher have positive beliefs about students and their abilities, the students -

(1) become relaxed and stop putting in any efforts to learn.
(2) become demotivated and stressed.
(3) are not affected in any way.
(4) are eager and motivated to learn.

12. A teacher can encourage children to become effectively

problem solvers by -

(1) giving them plenty of opportunities to answer similar kinds of questions from the textbook.
(2) emphasizing on rote memorisation of the information given in the textbook.
(3) encouraging children to make intuitive guesses and to look at multiple solutions to the problem.
(4) writing step-by-step solution to all the questions in the textbook.

13. Use of methods where learner's own initiative and efforts are involved is an example of -

(1) Deductive method
(2) Learner-centered method
(3) Traditional method
(4) Inter-personal intelligence

14. What principle does the following highlight ?

"Student who do not perform well, feel that they are not 'good enough' and feel demotivated. They are then likely to give up easily without trying or persisting in doing tasks."

(1) Cognition and emotions are not related.
(2) Heredity and environment are not separable.
(3) Heredity and environment are not related.
(4) Cognition and emotions are not separable.

15. Which of the following is the primary socialising agency ?

(1) School

(2) Government

(3) Media
(4) Family

16. The major proposition of Jean Piaget's theory is that -

(1) Children's thinking is superior to adults.
(2) Children's thinking is quantitatively different from adults.
(3) Children's thinking is qualitatively different from adults.
(4) Children's thinking is inferior to adults.

17. Gender is a/an -

(1) psychological entity
(2) social construct
(3) economic concept
(4) biological determinant

18. Which of the following correctly identifies the broad domains of dovelopment ?

(1) Emotional; intellectual; spiritual and self
(2) Physical; personality; spiritual and emotional
(3) Social; physical; personality; self
(4) Physical; cognitive; social and emotional

19. Which of the following statements about intelligence is correct?

(1) Intelligence is a relatively permanent change in behaviour as a result of experience.
(2) Intelligence is hereditary trait that involves mental activities such as memory and reasoning.

(3) Intelligence is multi-dimensional involving several abilities

not entirely measureable by intelligence test.

(4) Intelligence is the ability to think convergently.

20. In progressive education children are seen as-

(1) Passive imitators

(2) Active explorers

(3) Blank slates

(4) Miniature adults

21. According to Lev Vygotsky, learning is-

(1) An individual activity

(2) A passive activity

(3) A conditioned activity

(4) A social activity

22. Which of the following characterizes a child in the preoperational stage ?

(1) Goal-directed behaviour

(2) Deferred Imitation

(3) Irreversibility of thought

(4) Circular reactions

23. Which of the following statements regarding children and their learning is correct ?

(1) Children's motivation to learn and their capability to learn is pre-determined by heredity only.

(2) Children's socio-economic background determines and limits their motivation and learning capability.

(3) Children have to be rewarded and punished to make them

motivated for learning.

(4) All children are naturally motivated to learn and are capable of learning.

24. There are Individual variations in the rate of motor development, yet the sequence of motor development is from _____ to _____ .

(1) Proximodistal; Cephalocaudal.

(2) Gross motor development; fine motor development.

(3) Fine motor development; gross motor development.

(4) Cephalocaudal; proximodistal

25. The period that initiates the transition to adulthood is –

(1) Middle childhood.

(2) Pre-operational period.

(3) End childhood.

(4) Adolescence.

26. According to Jean Piaget, children-

(1) learn by observing others following a process of observational learning.

(2) can be conditioned to behave in particular was by carefully controlled stimulus-response associations.

(3) can be taught to behave and learn in specific manner using principles of rewards and punishments.

(4) actively construct knowledge as they manipulate and explore the world.

27. Lev Vygotsky refers to the verbal dialogues that children have with themselves as-

(1) Private speech.
(2) Distorted speech.
(3) Problematic speech.
(4) Egocentric speech.

28. Associating toys, articles of clothing, household items, occupations and colours with specific sex, is a demonstration of-

(1) Gender stereotyping.
(2) Gender theory.
(3) Gender relevance.
(4) Evolved gender identity.

29. In an elementary classroom it is important to the experiences that a child brings with her.

(1) Neglect.
(2) Ignore.
(3) Build on.
(4) Deny.

30. A child argues that Heinz shouldn't steal the drug (medicine that can save his wife) because he will be caught and sent to jail if he does so. According to kohlberg, which stage of moral understanding does the child fall under ?

(1) The social-order maintaining orientation.
(2) The punishment and obedience orientation.
(3) The universal ethical principle orientation.
(4) The instrumental purpose orientation.

Hy

Answer Key

1 (1)	11 (4)	21 (4)
2 (4)	12 (3)	22 (3)
3 (3)	13 (2)	23 (4)
4 (3)	14 (4)	24 (2)
5 (4)	15 (4)	25 (4)
6 (4)	16 (3)	26 (4)
7 (1)	17 (2)	27 (1)
8 (2)	18 (4)	28 (1)
9 (1)	19 (3)	29 (3)
10 (4)	20 (2)	30 (2)

CTET July 2019
Paper–2

1. To understand individual differences in development it is important

(1) to look at the environmental factors that affect individuals.

(2) to consider maturation of the body and the brain.

(3) to consider both inherited characteristics as well as environmental factors and their interplay.

(4) to look at the inherited characteristics that give each person a special start in life.

2. Which of the following is not a principle of development ?

(1) Development is relatively orderly.

(2) Development takes place gradually over a period of time.

(3) Exact course and nature of development is determined at the time of birth itself.

(4) Individuals develop at different rates.

3. Several research studies show that teachers have more overall interaction with boys than girls. What is the correct explanation for this ?

(1) Boys need more attention than girls.

(2) This is an example of gender bias in teaching.

(3) Boys are easier to manage than girls in the classroom.

(4) Boys have much more academic capabilities than girls.

4. Which of the following is central to the concept of progressive education ?

(1) Belief in the capability and potential of every child

(2) Standard instruction and assessment

(3) Extrinsic motivation and uniform assessment parameter

(4) Textbook centric learning

5. What instructional adaptation should a teacher make while working with students who are 'Visually Challenged' ?

(1) Use a variety of visual presentation.

(2) Orient herself so that the students can watch her closely.

(3) Focus on a a variety of written tasks especially worksheets.

(4) Speak clearly and use a lot of touch and feel material.

6. Co-operative learning and peer-tutoring _ in an inclusive classroom.

(1) should be actively discouraged

(2) should be occasionally used

(3) should not be used

(4) should be actively promoted

7. Which of the following is most important in an inclusive classroom ?

(1) Standardized testing

(2) Promoting competitive learning

(3) Individualized education plan

(4) Uniform instruction

8. Which of the following is a correctly matched pair of learner and their primary characteristics ?

(1) 'Dyslexic' learners -Lack reading and writing fluency

(2) Creative learner - Hyperactive; slow in completing work

(3) Attention deficit learners - High motivation; can sustain attention for long period of time.

(4) Hearing impaired learners - Cannot comprehend visual information

9. The ability to come up with original and divergent solutions to a problem is a primary characteristic of

(1) Impaired children
(2) Creative children
(3) Children with learning disability
(4) Egocentric children

10. Which of the following would not be consistent with a constructivist environment ?

(1) Students work collaboratively and are given support to engage in task-oriented dialogue with each other
(2) Teacher elicit students ideas and experiences in relationship to key topics and plants teaching-learning to elaborate or restructure their current knowledge.
(3) Teacher employ specific end of the term assessment strategies and give feedback on products rather than processes.
(4) Students are given frequent opportunities to engage in complex, meaningful, problem based activities.

11. A teacher should encourage students to set _____ rather than _____ .

(1) performance goal; learning goals
(2) failure avoiding goals; marks seeking goals

(3) marks seeking goals; failure avoiding goals

(4) learning goals; performance goals

12. Which of the following does not result in meaningful

facilitation of learning ?

(1) Promoting repetition and recall

(2) Use of examples and non-examples

(3) Encouraging multiple ways of looking at a problem

(4) Connecting new knowledge to pre-existing knowledge

13. Which of these is an example of extrinsic motivation ?

(1) "I learn so much when I do my homework."

(2) "Doing homework makes me understand my concept better."

(3) "I complete my homework because the teachers gives us marks for each assignment."

(4) "I enjoy doing my homework because it is so much fun."

14. In a primary classroom a teacher should

(1) Give only non-examples

(2) Give both examples and non-examples

(3) Not give any examples and non-examples

(4) Give only examples

15. Which of the following strategies would promote meaning-making in children ?

(1) Transmission of information

(2) Using punitive measures

(3) Uniform and standardized testing

(4) Exploration and discussion

16. Which of the following are examples of effective learning strategies ?

(i) Setting goals and time tables

(ii) Making organizational charts and concept maps

(iii) Thinking of examples and non-examples

(iv) Explaining to a peer

(v) Self-questioning

(1) (i), (iv), (v)

(2) (i), (ii), (iii), (v)

(3) (i), (ii), (iii), (iv), (v) (4)
(i), (ii), (iii)

17. In the constructivist frame child is viewed as

(1) *'tabula rasa'* or *'blank slate'* whose life is shaped entirely by experience.
(2) a *'passive being'* who can be shaped and molded into any form through conditioning
(3) a *'problem solver'* and a *'scientific investigator'*
(4) *'miniature adult'* who is less than adult in all aspects such as size, cognition, emotions.

18. A teacher's role while using co-operative learning in her class –

(1) is to leave the class and let children work on their own

(2) is to be supportive and monitor each group

(3) is to support the group which has the 'bright' and 'talented' children.
(4) is to be a silent spectator and let children do what they want.

19. Children's errors and misconceptions-

(1) are a hindrance and obstacle to the teaching-learning process
(2) should be ignored in the teaching-learning process
(3) signify that children's capabilities are far inferior than that of adults.
(4) are a significant step in the teaching-learning process.

20. According to Piaget, specific psychological structures (organized ways of making sense of experience) are called

(1) Schemes
(2) images
(3) mental maps
(4) mental tools

21. "With an appropriate question/suggestion, the child's understanding can be extended far beyond the point which she could have reached alone." Which construct does the above statement highlight ?

(1) Equilibration
(2) Conservation
(3) Intelligence
(4) Zone of proximal development

22. According to Lev Vygotsky, basic mental capacities are transformed into higher cognitive processes primarily through

(1) Social cultural theory
(2) Stimulus-response association

(3) Adaptation and organization

(4) Rewards and Punishment

23. Which of the following statements denotes the relationship between development and learning correctly ?

(1) Learning takes place irrespective of development

(2) Rate of learning far exceeds the rate of development

(3) Development and learning are inter-related and inter-dependent

(4) Development and learning are not related

24. One of the major accomplishments of concrete operational stage is

(1) Ability to conserve

(2) Hypothetic -deductive reasoning

(3) Secondary circular reactions

(4) Animistic thinking

25. Constructivists such as Jean Piaget and Lev Vygotsky view learning as

(1) Conditioning of responses

(2) Passive repetitive process

(3) Process of meaning-making by active engagement

(4) Acquisition of skills

26. Selecting and presenting stories and clippings from newspaper that portray both men and women in non-traditional roles is an effective strategy to

(1) Promote gender constancy

(2) Encourage stereotypical gender roles

(3) Counter gender stereotypes

(4) Promote gender bias

27. Read the following description and identify the stage of moral reasoning of kohlberg.
Description:

Right action is defined by self-chosen ethical principles of conscience that are valid for all humanity, regardless of law and social agreement.

(1) The social-contract orientation
(2) The social-order maintaining orientation
(3) The universal ethical principle orientation
(4) The instrumental purpose orientation

28. As per Howard Gardner's theory of multiple intelligence, how would the intelligence of a person with the following characteristics be categorized ?

(1) Intrapersonal
(2) Interpersonal
(3) Therapeutic
(4) Naturalistic

29. Which of the following should be the reasons for assessment of children ?

(i) To separate and label children into 'non-achievers', 'low-achievers', 'average' and 'high-achievers'.
(ii) To improve teaching-learning processes in the classroom.
(iii) To find out what changes and progress in learning that takes place in the child over a period of

time.

(iv) To discuss the capabilities, potential, strengths and challenging areas of the child with the parents.

(1) (i), (ii), (iii)
(2) (ii), (iii), (iv)
(3) (ii), (iv)
(4) (i), (ii), (iii), (iv)

30. Which of the following play an important role in a child's socialization ?

(i) Media
(ii) School
(iii) Family
(iv) Neighbourhood

(1) (ii), (iii)
(2) (i), (iii), (iv)
(3) (i), (ii), (iii), (iv)
(4) (iii), (i)

My

Answer Key

1 (3)	11 (4)	21 (4)
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“ B e yo u r o w n c on s t ant”

- Himanshi Singh

For any kind of feedback or suggestion you may kindly email to the author at the following address - letslearnbooks@gmail.com